DOCUMENT RESUME

ED 384 823 CE 069 564

TITLE The Illinois Plan for Home Economics Education. A Curriculum Guide. Life: Learning for Independence, Family, and Employment Course.
INSTITUTION Illinois State Univ., Normal. Dept. of Home Economics.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Sep 91
NOTE 170p.; For related documents, see CE 069 560-563.
AVAILABLE FROM Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Career Choice; Course Content; Course Descriptions; Health Education; *Home Economics; *Individual Development; *Learning Activities; Lesson Plans; Parenthood Education; Problem Solving; Secondary Education; *Self Actualization; Self Concept; Self Esteem; Self Evaluation (Individuals); State Curriculum Guides; Teaching Methods; Thinking Skills; Time Management
IDENTIFIERS Illinois

ABSTRACT

This curriculum guide, which was designed for an exploration/orientation course in home economics, introduces students to the field of home economics. It is designed to develop the total well-being of students to empower them to become healthy, well-adjusted, self-confident, productive persons, family members, and workers. The guide contains the following materials: a course description, course objectives, background information for instructors, an abbreviated course outline and timeline, a detailed content outline, a bibliography listing 76 references for teachers and students, and a variety of teaching activities. The course outline identifies the major topics, and the more detailed content outline serves as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. The teaching activities develop specific portions of the content outline. Each activity includes the following sections: a teacher's page with student objectives, materials needed, directions, evaluation, Future Homemakers of America-Home Economics Related Organization correlation, teacher notes, and the Illinois State Goals for Learning that are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. Eight topics covered in the teacher activities are: healthful lifestyles, self-esteem, relationships, management, nurturing, human development, life situations, and careers. (KC)

ED 384 823

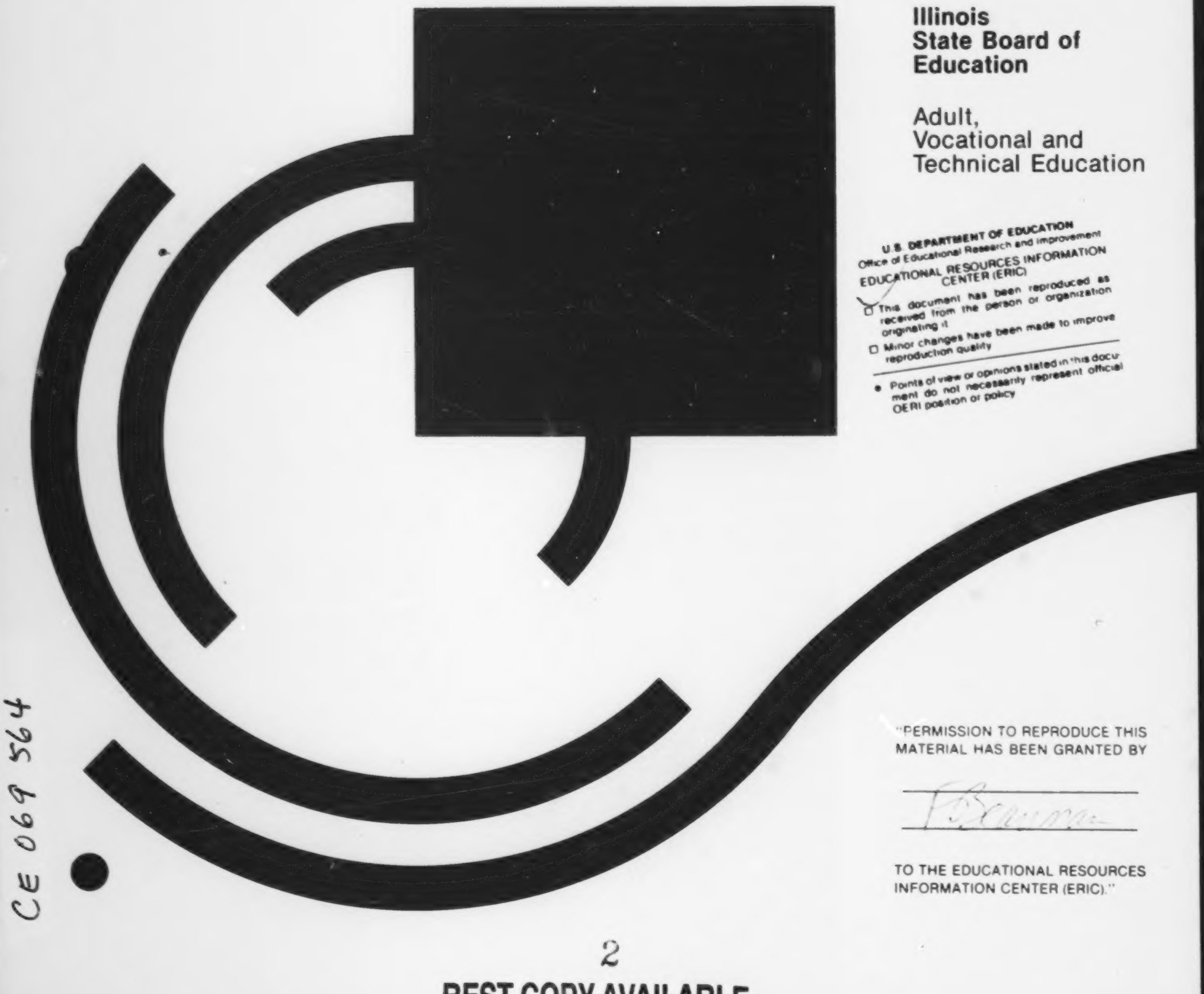
The Illinois Plan For Home Economics Education

A Curriculum Guide

Life: Learning for Independence, Family, and Employment Course

Illinois State Board of Education

Adult, Vocational and Technical Education



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September, 1991

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This publication is available from:

CURRICULUM PUBLICATIONS CLEARINGHOUSE
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

800-322-3905
309-298-1917

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INTRODUCTION

Thinking creatively, making decisions, relating to and communicating with others, and utilizing scientific technology are necessary for individuals and workers in an ever changing global society. Home economics knowledge and skills are needed today and into the twenty-first century to balance lifestyle with employment.

This curriculum guide is entitled "LIFE—Learning for Independence, Family, and Employment." It was developed around the theme of empowering the individual.

An integrated approach is achieved by incorporating a variety of learning processes, personal wellness development, the Illinois task lists, and the Illinois State Goals for Learning.

Teaching activities encourage the integration of cooperative learning, higher-order thinking skills, and leadership development through Future Homemakers of America—Home Economics Related Occupations (FHA-HERO).

The development of the guide was made possible through a grant from the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, Vocational Education Program Improvement Section.

CURRICULUM GUIDE INTERPRETATION

The curriculum guide includes a course description, course objectives, background information for instructors, an abbreviated course or unit outline, a detailed content outline, a bibliography, and a variety of teaching activities. The "Course Description" and "Course Objectives" are helpful in communicating the course's composition to administrators, school board members, guidance counselors, teachers, parents, and students. The "Background Information for Instructors" provides a quick overview of the knowledge, learning process, and skills emphasized in the course.

The "Unit" or "Course Outline" identifies the major topics, complete with page numbers, for locating the topics. The "Content Outlines" are detailed and designed to serve as a basis for creating the curriculum, developing lesson plans, and interpreting through the learning activities. Throughout the content outlines, a check-mark (✓) in the left-hand column of the page indicates an activity is included for that portion of the outline. Illinois State Goals for Learning and Sample Learning Objectives, as addressed by the content outline, are identified by a series of letters and numbers in the right-hand column of the content outline page. The letter and number codes are interpreted as follows:

Subjects:

BPS = Biological and Physical Sciences
FA = Fine Arts
LA = Language Arts
M = Mathematics
PDH = Physical Development and Health
SS = Social Sciences

Example BPS1-8-E2

Interpretation:

BPS = Subject
1 = State goal number
8 = Grade level
E2 = Sample learning objective

Illinois State Goals for Learning and Sample Learning Objectives are included in Appendix D.

A "Bibliography" follows the content outline. Entries are identified as either student or teacher according to whether the materials were used to develop the student activity pages or the teacher outline.

A variety of teaching activities is included and identified in the "Activities" section. Each activity develops a specific portion of the content outline. A code in the upper right-hand corner of the page identifies the course title, topic, and outline reference which the activity addresses. Every activity includes a teacher's page with student objectives, materials needed, directions, evaluation, FHA–HERO correlation, teacher notes, and the state goals which are incorporated. Supportive materials such as worksheets and transparency masters are included for some of the activities. Teachers are expected to develop additional activities when necessary to teach the courses.

LIFE

Learning for Independence, Family, and Employment

COURSE DESCRIPTION

This course introduces the student to the field of home economics. It is designed to develop the total well-being of the student to empower him or her to become a healthy, well-adjusted, self-confident, productive individual, family member, and worker. Eight basic units included in the course are "Healthful Lifestyles," "Self-Esteem," "Relationships," "Management," "Nurturing," "Human Development," "Life Situations," and "Careers." Learning activities provide an opportunity for the student to apply the decision-making process to home economics subject matter and skills thus enabling the student to cope in a technologically changing society. FHA-HERO is also incorporated in the learning activities and promotes the development of leadership skills.

COURSE OBJECTIVES

The objectives of the course are as follows:

- to identify and develop the dimensions necessary for personal and family well-being.
- to identify the ways in which home economics provides the basic knowledge and skills to be a responsible individual, cooperative family member, and productive worker.
- to recognize the relationship between the decision-making process and other fundamental processes as a means of thinking, planning, organizing, analyzing, and solving problems.

- to combine knowledge with a process-oriented approach in order to perform and cope in a technologically changing society.
- to correlate home economics knowledge and skills with the state goals for learning in the areas of biological and physical sciences, fine arts, language arts, mathematics, physical development and health, and social studies.
- to examine available jobs and careers using home economics subject matter, skills, and process-oriented application.

COURSE OUTLINE

I. Healthful Lifestyles L-7

II. Self-Esteem L-23

III. Relationships L-31

IV. Management L-39

V. Nurturing L-47

VI. Human Development L-53

VII. Life Situations L-63

VIII. Careers L-73

COURSE TIMELINE

Unit	**9 weeks**	**12 weeks**	**Semester**	**Year**
Healthful Lifestyles	2 weeks	3 weeks	5 weeks	9 weeks
Self-Esteem	2 weeks	2 weeks	2 weeks	5 weeks
Relationships	1 weeks	1 weeks	2 weeks	4 weeks
Management	4 days	1 week	2 weeks	6 weeks
Nurturing	3 days	1 week	1 week	2 weeks
Human Development	3 days	1 week	2 weeks	2 weeks
Life Situations	1 week	2 weeks	2 weeks	4 weeks
Careers	1 week	1 week	2 weeks	4 weeks

BACKGROUND INFORMATION FOR INSTRUCTORS

Overview

Becoming a responsible individual, cooperative family member, and productive worker requires whole development. This course encourages personal development in order to cope in an ever changing world. The student studies eight basic units: "Healthful Lifestyles," "Self-Esteem," "Relationships," "Management," "Nurturing," "Human Development," "Life Situations," and "Careers." The six dimensions for total wellness are incorporated into the eight units. Classroom activities emphasize the decision-making process.

Emphasis:

I. **IDENTIFYING AND DEFINING THE SIX DIMENSIONS OF WELLNESS**

  A. Examining the Physical Dimension
    1. Developed through nutrition knowledge, food selection, and fitness
    2. Emphasized in Healthful Lifestyles and Human Development units
  B. Recognizing the Emotional Dimension
    1. Developed through self-evaluation and interaction to provide awareness and acceptance of feelings
    2. Emphasized in the Self-Esteem, Human Development, and Life Situations units
  C. Being Aware of the Social Dimension
    1. Developed through study of and interaction with the family, community, and environment
    2. Emphasized in the Relationships, Human Development, and Life Situations units
  D. Studying the Intellectual Dimension
    1. Developed by using available resources to expand knowledge and by engaging in creative, stimulating mental activities
    2. Emphasized in the Management unit
  E. Acknowledging the Spiritual Dimension
    1. Developed through reflection and socialization to provide meaning and purpose for life
    2. Emphasized in the Nurturing unit
  F. Considering the Occupational Dimension
    1. Developed through work attitudes and skills learned and applied at home, school, and work
    2. Emphasized in the Careers unit

II. EMPHASIZING THE DECISION-MAKING PROCESS FOR LIFE

A. Defining Problem

B. Gathering Information

C. Weighing Alternatives

D. Making Decision

E. Evaluating Decision

III. RECOGNIZING SKILLS DEVELOPED THROUGHOUT THE COURSE

A. Identifying Where To Locate and How To Use Information

B. Reading and Following Directions

C. Demonstrating Responsibility for Carrying Out Activities and Projects

D. Organizing and Managing Human and Material Resources

E. Relating To and Communicating With Others

HEALTHFUL LIFESTYLES UNIT

OVERVIEW:

In order to enjoy a healthy lifestyle, one must develop the following physical dimensions of wellness: nutrition and fitness. In this unit, the student discovers how to choose nutritious foods, how to maintain physical fitness, and how to prevent or detect illnesses. With this information, the student determines changes needed in order to be physically healthy and productive.

UNIT OUTLINE **PAGE**

I. ESTABLISHING FOUNDATIONS FOR A HEALTHY LIFESTYLE L-9
  A. Developing the Physical Dimension of Wellness L-9
  B. Identifying Nutrition and Fitness Resources L-9
  C. Making Decisions Related To Physical Wellness L-10

II. CHOOSING NUTRITIOUS FOODS L-10
  A. Determining the Role of Food in Our Diet L-10
  B. Reviewing the Body's Physical Need for Nutrients L-10
  C. Accepting the Necessity for Lifetime Nutrition L-11
  D. Determining Personal Nutritional Needs L-12
  E. Selecting Foods for a Balanced Diet L-12
  F. Analyzing Influences Affecting Food Choices L-13

III. MAINTAINING PHYSICAL FITNESS L-14
  A. Developing Healthy Exercise Habits L-14
  B. Promoting Proper Weight Control L-15
  C. Encouraging Rest and Relaxation L-16

IV. PREVENTING OR DETECTING ILLNESSES L-18
  A. Analyzing Facts, Fads, or Fallacies Related To Nutrition L-18
  B. Safeguarding the Body L-19
  C. Dealing with Teen Health Issues L-20

V. CONNECTING NUTRITION AND FITNESS FOR A HEALTHY LIFESTYLE L-21
A. Identifying the Benefits of Good Personal Health Habits L-21
B. Recognizing Lifestyle Patterns Detrimental To Calorie Control L-21
C. Practicing the USDA's Dietary Guidelines for Americans L-21

HEALTHFUL LIFESTYLES CONTENT OUTLINE

ACTIVITY		STATE GOALS
	I. ESTABLISHING FOUNDATIONS FOR A HEALTHY LIFESTYLE	
✓	A. Developing the Physical Dimension of Wellness	PDH2-8-Q1
	1. Choose nutritious foods	
	2. Maintain physical fitness	
	3. Prevent or detect early illnesses	
	B. Identifying Nutrition and Fitness Resources	PDH2-10-K5
✓	1. Look at printed materials	
	a. books	
	b. brochures	
	c. tables and charts	M1-8-H4
	d. displays	
	e. magazines and newspapers	
	2. Examine audio/visual technologies	
	a. films	
	b. audio cassette tapes	
	c. video cassette tapes	
	d. television	
	e. computer software	
	3. Consider human resources	
	a. school personnel	
	1) home economics teachers	
	2) health teachers	
	3) physical education teachers	
	4) science teachers	
	5) counselors	
	b. professionals	PDH2-8-S2
	1) nurses	PDH2-12-S1
	2) doctors	
	3) nutritionists	

4) dietitians

5) counselors

c. government/community health associations ... PDH2-8,10,12-S1

1) professional disease-related organizations PDH2-8-S3

2) wellness centers

3) crisis intervention centers

4) mental health centers

✓ C. Making Decisions Related To Physical Wellness ... PDH2-10-K4

1. Review the decision-making process ... SS5-8-A1

a. define problem

b. gather information

c. weigh alternatives

d. make decision

e. evaluate decision

2. Apply criteria for weighing alternatives ... BPS4-8-G1

a. assess reliability of source PDH2-12-S2

b. check accuracy of information SS5-8,10,12-B1

c. determine validity of information SS5-10-B2

d. consider bias of source

e. confirm credentials of authors

II. CHOOSING NUTRITIOUS FOODS ... PDH2-10-F1

A. Determining the Role of Food in Our Diet

1. Alleviate hunger: Physical need for food to survive

2. Satisfy appetite: Emotional desire for a certain food

B. Reviewing the Body's Physical Need for Nutrients ... BPS1-8-N1

1. Recognize how the body's systems work together ... PDH2-8-F3

a. digestion: food broken down into nutrients for body use

b. absorption: usable digested nutrients removed from the digestive tract and transported to the cells via the circulatory system

c. metabolism: chemical changes in the cells as new cellular material is built or energy is released

2. Identify the six basic nutrients

a. proteins

b. carbohydrates

c. fats

    d. vitamins
    e. minerals
    f. water
3. Explain the function of nutrients BPS1-8-N1
    a. proteins build and repair the body cells
    b. carbohydrates and fats supply energy for work and play
    c. vitamins, minerals, and water regulate and protect body processes

C. Accepting the Necessity for Lifetime Nutrition PDH1-8-F6

1. Begins at infancy PDH2-10-F3
    a. nutrients more important during fetal development and in the first year than most other times in the life cycle
    b. body experiences rapid growth and development
    c. need increased for calcium and vitamins D and C
2. Progresses during childhood
    a. growth rate slower than first year, but still rapid
    b. nutrient needs vary with amount of growth and activity
    c. diet using the daily food guide is sufficient
3. Increases rapidly during teenage years PDH2-8-F4
    a. body experiences a period of rapid growth
        1) ages 12-17 for boys
        2) ages 10-14 for girls
    b. adolescent spurt causes need for more energy
    c. need increased for calcium, iron, vitamins A and C
4. Decreases during adulthood
    a. energy needs decrease for those more sedentary
    b. nutrient needs neglected by not taking time to eat
    c. vitamins, minerals, and calcium needed with fewer calories
5. Intensifies during pregnancy and breastfeeding........ PDH1-10-F1
    a. mother nourishes fetus through placenta
    b. fetus will take nutrients from mother's tissues if nutrients unavailable in mother's diet
    c. need increased for protein, calcium, and iron
6. Declines during elderly years
    a. aging process is a progressive deterioration of the body
    b. total energy needs decrease due to lowered basal metabolism and decreased physical activity
    c. nutrient concern for calcium, riboflavin, thiamine, iron, vitamins A and C

D. Determining Personal Nutritional Needs M7-8,10-E5
1. Identify resources for guidelines M7-8,10-E4
a. home economists PDH2-10-F1
b. dietitians PDH2-10-F3
c. nutritionists
d. established dietary recommendations
e. daily food guide
1) milk group provides calcium, protein, vitamins
2) meat group provides major source of protein
3) fruit/vegetable group provides vitamins and minerals
4) grain group provides carbohydrates and B vitamins
5) "others" category provides fats, sugars, carbohydrates
2. Interpret recommendations for teenagers (see *Report of the Dietary Guidelines Advisory Committee* [1990], p. L-82)
a. milk group
b. meat group
c. fruit/vegetable group
d. grain group
3. Observe variations at different stages in the life cycle PDH2-12-F1
a. milk group
1) children
2) young adults
3) adults
4) pregnant or breastfeeding women
b. meat group
1) all ages
2) pregnant women
c. fruit/vegetable group and grain group
E. Selecting Foods for a Balanced Diet PDH2-8-F4
1. Recognize the USDA food plan (see *Report of the Dietary Guidelines Advisory Committee* [1990], p. L-82) PDH2-10-F1
2. Classify foods according to key nutrients for each of the food groups PDH2-8-F2
a. milk group: calcium
b. meat group: protein
c. fruit/vegetable group: vitamins A and C
d. grain group: carbohydrates

3. Convert food group recommendations into actual serving sizes
4. Read food labels PDH3-8,10-F1
   a. product name — M6-10-E1
   b. name and address of manufacturer
   c.a mount of product in the package
   d. ingredients in descending order of weight
   e. preparation directions/storage instructions
   f. nutritional information
      1) serving size and servings per container
      2) amount of calories, fat, cholesterol, sodium, carbohydrate, sugars, dietary fiber, and protein per serving
      3) amount of vitamins A and C, thiamine, riboflavin, niacin, iron, and calcium per serving
      4) any additional information which will assist consumers in maintaining healthy dietary practices
5. Practice regular meal-eating patterns
   a. breakfast
   b. lunch
   c. dinner
   ✓ d. snacks
6. Make wise choices when eating PDH2-8-K4
   a. eat smaller or fewer servings from the "others" category — PDH2-12-S2
   b. be aware of serving sizes
   c. select lower calorie foods from the food groups
   d. eat at regular intervals
   e. think about total daily needs

F. Analyzing Influences Affecting Food Choices BPS1-8-E2

1. Realize personal preferences — PDH2-8-K3
   a. likes and dislikes
   b. sensory reaction
   c. security or emotional comfort
   d. tension or stress relief
   e. parent and peer influence
   f. advertising persuasion
2. Respect cultural, ethnic, religious, and regional traditions
   a. food taboos

b. dietary laws (religious)
c. preferences according to geographic location

3. Analyze eating patterns, habits, and lifestyles PDH2-12-Q1
a. home or away from home
b. alone or with others
c. regular meals versus "grazing"
d. guest meals and special events (holidays)
e. leisurely eating or "eating on the run"
f. work and family patterns
g. sports requirements

4. Identify lifestyle trends
a. health and fitness
b. more women and teenagers working outside the home
c. families eating fewer meals together
d. more meals eaten away from home
1) fast food
2) school lunch
3) "brown bag" meal
4) restaurant dining
e. trend to "be thin"
f. peer acceptance
g. single living
h. community dining: nursing, retirement, or group homes

5. Consider material resources
a. personal income
b. food quality and availability
c. food preparation time and skills necessary

6. Interpret mass media BPS2-8-E3
a. factual information versus fallacies and myths
b. presentation style or method

III. MAINTAINING PHYSICAL FITNESS PDH1-8-A1 PDH2-8-Q1

A. Developing Healthy Exercise Habits PDH2-12-H1

1. Recognize the need for regular exercise PDH2-8-Q2
a. American teens are heavier and flabbier than ten years ago

b. people spend more time passively snacking and sitting in front of TV
c. teens have fewer physical education classes per week
d. people have increased sedentary and motorized activities

2. Enjoy the benefits of personal exercise PDH1-8-E1
a. helps one look and feel better PDH2-8-H1
b. firms up muscles
c. improves posture and appearance
d. improves stamina
e. helps relieve stress
f. helps control weight
g. increases flexibility
h. decreases potential for some diseases

3. Design a personal exercise program PDH5-10-A1
a. individual or group PDH5-12-B1
b. indoors or outdoors
c. variety of exercises
1) flexibility for stretching muscles
2) strength for developing strong muscles
3) aerobics for building endurance

B. Promoting Proper Weight Control PDH2-8-H2

1. Determine appropriate weight PDH2-12-F2
a. hereditary factors
1) body frame
2) history of family tendencies
b. general personal appearance
1) protruding hipbones
2) rolls of fat or bulges
c. skinfold test results
1) average weight = 1/2 to 1 inch
2) overweight = over 1 inch
3) underweight = under 1/2 inch
d. height-weight chart comparisons M7-8-E4
1) Metropolitan Life Insurance Company height-weight tables M7-8,10-E5
2) National Center for Health Statistics growth charts

2. Identify the role of food intake PDH2-8,12-F1
a. calories PDH2-10,12-F2

1) measurement of energy value of food
2) most foods have caloric value
3) all physical activities use calories

b. fat storage
1) unused food calories stored in body
2) unbalanced calorie input (food) and calorie output (activity)

c. weight gain
1) increase food calorie intake to exceed body's daily need
2) eat larger portions
3) eat more frequently
4) eat balanced diet
5) snack on high-calorie nutritious foods
6) relax at mealtime
7) plan meals around favorite foods

d. weight loss
1) combine exercise with eating fewer calories
2) eat smaller portions
3) eat more slowly
4) eat balanced diet
5) eat when hungry, not for emotional reasons
6) snack on low-calorie, nutritious foods
7) avoid rich sauces and fats

3. Define the body's use of energy PDH2-8-B2

a. metabolism
1) chemical and physical processes occurring within the living cells of the body
2) necessary for heart, brain, and body to function

b. basal metabolic rate (BMR)
1) measurement of body's energy needs when at rest
2) rate varies dependent upon body size and composition, age, sex, health, and physical activities

C. Encouraging Rest and Relaxation PDH2-8-H1

1. Recognize the importance of "R & R" PDH2-10-J3

a. time for renewal of body, mind, and spirit PDH2-10-Q4
b. opportunity for self-discovery PDH2-12-C1
c. essential on a regular basis to reduce stress or illness

2. Enjoy spending time alone

- a. keep a diary
- b. write poems, stories, or letters
- c. read books, magazines, or newspapers
- d. draw, sculpt, or sew
- e. create or rearrange something
- f. learn and develop a new skill
- g. pursue a new interest or hobby
- h. enjoy a nature walk

3. Participate in school activities
    - a. sports teams
    - b. cocurricular activities
    - c. support personnel
        - 1) managers
        - 2) statisticians
    - d. benefits gained
        - 1) build team spirit
        - 2) share in victory and defeat
        - 3) develop cooperation and competitiveness
        - 4) experience working with others to reach a goal
        - 5) meet other people
4. Volunteer in the community
    - a. routine basis
        - 1) hospital
        - 2) nursing home
        - 3) day-care center
        - 4) community organizations
        - 5) religious organizations
    - b. special events
        - 1) fundraisers
        - 2) community events
    - c. benefits gained
        - 1) offer chance to meet other people
        - 2) provide opportunity to work together in a group
        - 3) develop self-esteem
        - 4) promote networking
        - 5) identify positive adult role models

5. Enjoy a variety of leisure-time activities
    a. family outings
        1) visiting relatives
        2) vacationing
    b. camping
    c. arts and crafts
    d. hobbies
    e. pets
    f. plants
    g. library, museum, and exhibit tours

IV. PREVENTING OR DETECTING ILLNESSES BPS2-8-E3
A. Analyzing Facts, Fads, or Fallacies Related To Nutrition PDH2-8-E3
1. Define the terms PDH2-8-G3
    a. fad: something that is trendy for a short time PDH2-8-K3
    b. fallacy: a belief based upon myths or misinformation and exaggerated claims PDH2-12-G1
2. Identify the types of fads or fallacies PDH2-8-Q1
    a. incredible cure
        1) belief that diet will prevent or cure certain illnesses
        2) belief that diet will increase physical well-being
        3) belief that "being thin" yields happiness
    b. 100% natural
        1) belief that health-store or "natural" foods provide better nutrition
        2) belief that all additives are harmful
        3) belief that food supplements are nutritionally better that natural food sources
    c. magical weight loss
        1) belief that crash diets promise quick and easy weight loss
        2) belief that certain foods or pills can burn up fat
3. Recognize the dangers of fallacies
    a. neglectful of proper medical help
    b. encouragement of poor food choices
    c. dangerous to health
    d. expensive
4. Perceive the methods of appeal PDH3-8-E2
    a. emotional ploys
        1) fear of aging and illness

    - 2) desire for fitness and peer acceptance
    - 3) desire for good health
    - 4) promotion of youthfulness
  - b. new scientific evidence claims
    - 1) band wagon of a new medical discovery
    - 2) excessive dosage promotion
    - 3) "miracle" product
  - c. advertising techniques PDH3-8,12-E1
    - 1) intensive advertising
    - 2) money-back guarantee
    - 3) ordinary people as satisfied users
    - 4) celebrity testimonials
    - 5) expressed disagreement with medical profession
    - 6) high pressure door-to-door sales
    - 7) omission of credentials and/or documentation for product claims
- 5. Establish criteria for spotting food fads
  - a. seems like a "miracle" food or food combination
  - b. recommends huge amounts of vitamins or other nutrients over the RDA guidelines
  - c. contains nutrients for which no RDA has been established
  - d. promises fast and amazing results
  - e. is more expensive than similar product from another distributor
  - f. includes in the sale additional products such as pills, books, or appliances

B. Safeguarding the Body PDH2-8-F4
PDH2-12-H1

- 1. Practice good eating and health habits PDH2-12-C1
  - a. eat a balanced diet with variety and moderation
  - b. drink adequate quantities of water
  - c. get enough rest
  - d. encourage regular exercise
  - e. have routine checkups and recommended immunizations
  - f. avoid harmful substances BPS2-8-F2
  - g. take precautionary measures
    - 1) dress properly to avoid temperature exposure
    - 2) handle equipment and vehicles correctly and safely
    - 3) perceive human and animal dangers
    - 4) distinguish environmental hazards

- 2. Recognize sanitation dangers PDH2-8,10-T1
  - a. personal hygiene — PDH2-8-T2
  - b. kitchen and bathroom cleanliness — PDH2-10-T3
  - c. food storage, preparation, and serving
    - 1) time
    - 2) temperature
- 3. Prevent or treat safety hazards
  - a. falls and bumps
  - b. fires, chemical and electrical burns
  - c. poisonings
  - d. cuts
  - e. choking

C. Dealing with Teen Health Issues PDH2-8-K3
PDH2-12-G1

- 1. Maintain weight control for sports participation PDH1-10-E2
  - a. athletic nutrition — PDH2-12-F2
  - b. athletic fitness
- 2. Identify eating disorders
  - a. obesity: 20% above ideal weight
  - b. anorexia nervosa: self-induced starvation
  - c. bulimia: food binges followed by self-induced vomiting or laxative/diuretic abuse
- 3. Cope with teen pregnancy PDH1-10-F2
  - a. readiness — PDH1-10-F3
    - 1) maternal physical body changes
    - 2) fetal development
  - b. acceptance/rejection
    - 1) emotional changes
    - 2) social implications
- 4. Recognize and avoid substance abuse BPS2-8-F2
  - a. drugs — PHD2-10-P1
  - b. alcohol — PDH2-10-P2
  - c. tobacco
- 5. Recognize allergy and acne problems
- 6. Monitor inherited diseases PDH2-8-T2
- 7. Anticipate osteoporosis

V. CONNECTING NUTRITION AND FITNESS FOR A HEALTHY LIFESTYLE PDH2-8-A1

A. Identifying the Benefits of Good Personal Health Habits PDH2-12-C1
   1. Promotes regular growth PDH2-12-H1
   2. Increases energy
   3. Decreases illness
   4. Improves attention span
   5. Decreases absenteeism at school or work
   6. Enhances appearance
      a. clearer skin
      b. brighter eyes

B. Recognizing Lifestyle Patterns Detrimental To Calorie Control PDH2-8-K3
   1. Eat in a hurry PDH2-12-Q1
   2. Overeat socially
   3. Skip meals
   4. Eat from habit
   5. Solve problems with food

C. Practicing USDA's Dietary Guidelines for Americans
   1. Eat a variety of foods
   2. Maintain healthy weight
   3. Choose a diet low in fat, saturated fat, and cholesterol
   4. Choose a diet with plenty of vegetables, fruits, and grain products
   5. Use sugars in moderation
   6. Use salt and sodium in moderation

SELF-ESTEEM

OVERVIEW:

Self-perception can encourage or discourage an individual from reaching full potential. The purpose of this unit is to explore the emotional dimension of life. How you feel about yourself influences decision-making, attitude, and behavior. In this unit, the student participates in a variety of activities to identify ways in which self-esteem can be improved and developed. A positive self-esteem enables the individual to relate better at home, school, and work.

UNIT OUTLINE **PAGE**

I. ENHANCING THE EMOTIONAL DIMENSION THROUGH SELF-ESTEEM DEVELOPMENT L-25
  A. Defining Self-Esteem L-25
  B. Identifying Terms Synonymous with Self-Esteem L-25
  C. Recognizing the Importance of Positive Self-Esteem L-25
  D. Examining Factors that Influence Self-Esteem L-26
  E. Exploring Self-Esteem Development Throughout the Life Cycle L-27

II. APPLYING THE DECISION-MAKING PROCESS TO SELF-ESTEEM DEVELOPMENT L-28
  A. Defining Problem L-28
  B. Gathering Information L-28
  C. Weighing Alternatives L-28
  D. Making Decision L-29
  E. Evaluating Decision L-29

SELF-ESTEEM CONTENT OUTLINE

ACTIVITY **STATE GOALS**

I. **ENHANCING THE EMOTIONAL DIMENSION THROUGH SELF-ESTEEM DEVELOPMENT** PDH2-10-K1

- A. Defining Self-Esteem
  - 1. Forms evaluation of self-worth
  - 2. Acknowledges internal and external feelings and emotions
  - 3. Influences center of personality
  - 4. Rises to a level of conscious or unconscious acceptance
  - ✔ 5. Results from view of yourself
    - a. real self-image: actual personality, thoughts, needs, and behavioral patterns
    - b. ideal self-image: image you would like to portray to others
    - c. perceived self-image: image you believe others have of you
- B. Identifying Terms Synonymous with Self-Esteem
  - 1. Self-concept
  - 2. Self-image
  - 3. Self-identity
  - 4. Self-love
  - 5. Self-confidence
  - 6. Self-potential
  - 7. Self-worth
  - 8. Self-fulfillment
  - 9. Self-acceptance
  - 10. Self-importance
  - 11. Personality
  - 12. Attitude
- C. Recognizing the Importance of Positive Self-Esteem PDH2-10-K1
  - 1. Benefits self PDH2-12-M1
    - a. achieves self-acceptance SS3-12-C2
      - 1) recognize strengths
      - 2) admit weaknesses

        - 3) accept criticism
    - b. builds self-respect
        - 1) live by values and principles
        - 2) lead a healthy lifestyle
    - c. gains self-confidence
        - 1) accept praise and compliments
        - 2) feel secure
        - 3) project optimistic outlook
        - 4) remain self-motivated
- 2. Promotes relationships
    - a. projects assertiveness
        - 1) able to say "yes" or "no" when appropriate
        - 2) know when and how to ask for help
        - 3) accept responsibility and consequences for actions
        - 4) channel aggressiveness in appropriate ways
    - b. displays expressiveness
        - 1) express sense of humor
        - 2) cultivate friendships
        - 3) make and keep realistic promises
        - 4) compliment and support others
        - 5) emulate positive role models
    - c. demonstrates sensitivity
        - 1) see good in others
        - 2) become tolerant and accepting of differences
- 3. Enhances worker productivity
    - a. projects pride and loyalty
    - b. accepts and respects authority
    - c. thinks critically and creatively
    - d. uses decision-making skills
    - e. communicates cooperative attitude
    - f. adapts to change in positive manner

✔ D. Examining Factors that Influence Self-Esteem PDH2-8-M3

- 1. Identify personal characteristics PDH2-8-M2
    - a. grooming and clothing
    - b. emotions
    - c. thoughts and ideas

    d. social behavior
  2. Recognize family influences
    a. hereditary factors
    b. discipline
    c. social and economic status
    d. lifestyle
    e. role models
    f. values and goals
  3. Determine pressure of your social circle
    a. peers
    b. teachers
    c. relatives
    d. friends and neighbors
  4. Acknowledge societal influences
    a. radio and television
    b. advertising
    c. schooling
    d. printed materials
      1) newspapers
      2) books
      3) magazines
    e. music
    f. movies and videos
    g. religious affiliation

E. Exploring Self-Esteem Development Throughout the Life Cycle.......................... PDH2-8-M3
  1. Begins possibly before birth
    a. "talking" to unborn fetus
    b. transferring parent's emotions
  2. Begins at birth through bonding process.. PDH2-8-K1
    a. caring for physical needs
    b. touching
    c. talking
  3. Grows and changes throughout childhood
  4. Changes dramatically during teen years
    a. physical growth
    b. emotional growth

        - c. intellectual growth
        - d. social growth
        - e. spiritual growth
    - 5. Fluctuates all throughout adulthood due to life experiences

II. APPLYING THE DECISION-MAKING PROCESS TO SELF-ESTEEM DEVELOPMENT SS5-8-A1

- A. Defining Problem
    - 1. Tackle problem
    - 2. Set goals
        - a. written
        - b. positive
        - c. specific
        - d. measurable
        - e. realistic
        - f. achievable
        - g. balanced
        - h. prioritized
        - i. time limits
- B. Gathering Information SS5-8-B
    - 1. Assess personal knowledge
    - 2. Seek additional resources
    - 3. Determine a plan of action SS5-8-C1
        - a. schedule time and energy
        - b. break into specific segments
        - c. pinpoint obstacles and road blocks
        - d. deal with obstacles and road blocks
- C. Weighing Alternatives
    - 1. Practice self-talk
        - a. use words that generate positive pictures, emotions, and feelings about yourself
        - b. program subconscious mind for specific results
            - 1) subconscious mind always remembers
            - 2) subconscious mind considers reality and unreality the same
        - c. promote an "I can" or "I'll try" attitude
    - 2. Use visualization
        - a. encourage positive use of imagination

    b. imagine mental picture of achievement
    c. select and display photographs or pictures of desired goal or personality change
  3. State affirmations
    a. prepare statement confirming goal or action as if already achieved
    b. write in positive, personal, specific, and present tense
    c. transmit verbal impressions into subconscious mind

D. Making Decision PDH2-10-K6
  1. Place plans into action
  2. Consider interpersonal relationships
    a. allow for individual differences
    b. practice patience, tolerance, and understanding
    c. develop empathy and compassion
  3. Think before acting

E. Evaluating Decision
  ✔ 1. Recognize the difference between individuals with high and low self-esteem
    a. distinquish person with high self-esteem
      1) feel high self-worth or value
      2) radiate trust and hope
      3) see the worth in others
      4) able to make decisions
      5) experience success often and can accept defeat
    b. identify person with low self-esteem
      1) feel worthless
      2) expect to be cheated, stepped on, and put down by others
      3) distrust others
      4) become unwilling to take a risk in decision making
      5) expect to fail, so do fail
  2. Realize self-esteem development is ongoing and builds on experience
  3. Recognize decision making creates independence

RELATIONSHIPS UNIT

OVERVIEW:

Relationships influence how individuals grow, develop, and mature. Communication skills serve as the foundation for relationship development. This unit emphasizes communication by encouraging the student to participate in a variety of activities to understand the role communication plays in the development of an individual's social dimension of life. The ability to communicate with one another is essential for relating and working at home, school, and work.

UNIT OUTLINE PAGE

- I. COMMUNICATING TO ENHANCE YOUR SOCIAL DIMENSION L-33
  - A. Defining the Communication Process L-33
  - B. Making First Impressions L-33
  - C. Practicing Communication Techniques L-34
  - D. Observing Other Forms of Communication L-34
- II. EXPANDING YOUR SOCIAL CIRCLE FOR PERSONAL GROWTH AND WORKER PRODUCTIVITY L-35
  - A. Using Communication as a Basis For Relationships L-35
  - B. Discovering the Benefits of Positive Relationships L-35
  - C. Recognizing the Risks Involved in Negative Relationships L-35
  - D. Developing a Friendship L-35
  - E. Striving To Love and Be Loved in Relationships L-37

RELATIONSHIPS CONTENT OUTLINE

ACTIVITY **STATE GOALS**

- I. **COMMUNICATING TO ENHANCE YOUR SOCIAL DIMENSION** SS3-12-F1
  - ✔ A. Defining The Communication Process
    - 1. Begin with sender
    - 2. Encode message
      - a. verbal
      - b. nonverbal
    - 3. Decode by receiver
    - 4. Perpetuate through feedback
  - B. Making First Impressions SS5-8-E1
    - 1. Recognize body language
      - a. facial expressions
      - b. eye focus and movement
      - c. posture
      - d. hand movement and gestures
      - e. lothing selection and care
        - 1) color and style
        - 2) accessories
        - 3) maintenance
      - f. grooming habits
        - 1) personal hygiene
        - 2) hairstyles
        - 3) skin care
        - 4) fragrances
      - g. personal behavior
        - 1) attitude
        - 2) personal space zone
    - 2. Analyze voice
      - a. tone of voice
      - b. manner of speaking
      - c. vocabulary

C. Practicing Communication Techniques
  1. Ask questions
  2. Give directions
  3. Report facts
  4. Share ideas
  5. Express feelings
  6. Make informal talk
  7. Form good listening habits LA-8,10,12-F1
    a. look directly at speaker
    b. focus on speaker's message
    c. paraphrase speaker's words to verify information
    d. interrupt only for clarification
    e. respond to message appropriately
    f. confirm that response was heard correctly

D. Observing Other Forms of Communication SS5-8-E1
  1. Listen to music SS5-10-E2
  2. Use symbolism
    a. hand and body gestures
    b. banners and bumper stickers
    c. sign language
  3. Display handmade and mass-produced clothing and accessories
    a. team jacket
    b. t-shirts
    c. jewelry
    d. buttons and pins
    e. hats
  4. Exchange gifts
    a. handmade
    b. purchased

II. EXPANDING YOUR SOCIAL CIRCLE FOR PERSONAL GROWTH AND WORKER PRODUCTIVITY

✔ A. Using Communication as a Basis for Relationships PDH2-10-M3

1. Is essential for social interaction
2. Enhances relationships
3. Involves decision-making SS5-8-A1
    a. define problem
    b. gather information
    c. weigh alternatives
    d. make decision
    e. evaluate decision

B. Discovering the Benefits of Positive Relationships PDH2-12-K2

1. Enhances respect for yourself and others
2. Builds feelings of security and belonging
3. Promotes mutual growth and development
4. Provides companionship
5. Builds independence
6. Forms your identity
7. Promotes group solidarity

C. Recognizing the Risks Involved in Negative Relationships

1. Creates competition
2. Evokes jealousy and envy
3. Isolates an individual from others
4. Fosters emotional dependency
5. Solicits ridicule and rejection from others
6. Deprives an individual of developing individualism
7. Experiences disillusion and disappointment

D. Developing a Friendship

1. Identify types of friendships SS5-10-E1
    a. speaking acquaintances
    b. peer groups
    c. support groups
    d. social friendships
    e. close friends
    f. committed friendships
2. Build the friendship

   a. reach out to another
   b. give-and-take
   c. share interests and activities
   d. meet new people
   e. experience new and different situations

✓ 3. Maintain the friendship
   a. practice being a good listener
   b. be kind and considerate
      1) practice saying "please" and "thank you"
      2) learn to say "I'm sorry"
      3) share equally in planning activities
   c. show dependability
      1) arrive on time
      2) call if running late
      3) borrow only with permission
      4) return loaned items in good condition and when promised
   d. demonstrate loyalty
      1) keep promises and confidences
      2) help in emergencies
      3) "stick up" for friends
      4) refrain from gossiping
   e. promote sensitivity
      1) recognize need for privacy
      2) be empathetic toward others' feelings
      3) keep communication lines open
      4) show tolerance
   f. express affection
      1) hugs and pats
      2) compliments
      3) gifts

4. Dissolve the friendship
   a. recognize that mutual interests change over time
   b. accept reality of situation
   c. share honest conversation
   d. show respect and consideration
   e. recognize denial

- f. accept sad feelings as normal
- g. deal with pain
- h. adjust to other people's reactions
- i. look for positive values in the relationship
- j. recognize that letting go creates new opportunities

E. Striving To Love and Be Loved in Relationships

1. Recognize crushes
    - a. displays strong feelings of attraction
    - b. focuses on another qualities which the individual wishes to possess
    - c. assumes short-term emotional state
    - d. impairs judgment
2. Acknowledge infatuation
    - a. consists of overwhelming feeling of attraction
    - b. identifies unreal perception of other person
    - c. imagines romantic love
    - d. absorbs the individual with thoughts of other person
    - e. ends quickly
3. Cultivate love
    - a. originates in shared values and affection
    - b. builds on trust
    - c. promotes self-esteem
    - d. expresses true concern for another
    - e. requires open, honest communication
    - f. includes commitment
    - g. necessitates compromise
    - h. brings out the best in both people

MANAGEMENT UNIT

OVERVIEW :

With limited resources and the high cost of living, management skills are increasingly important. This unit emphasizes the intellectual dimension of life by the student to identify one's needs, wants, values, and available resources. Through learning activities, the student applies this knowledge when making personal decisions related to home, school, or work. Emphasis is placed on managing clothing, food, money, and personal use of time. An application of management improves the quality of life and job performance.

UNIT OUTLINE **PAGE**

I. MAKING CHOICES TO ENHANCE YOUR INTELLECTUAL DIMENSION L-41
  A. Distinguishing Between Needs and Wants L-41
  B. Assessing Personal Values L-41
  C. Recognizing an Individual's Resources L-41
  D. Setting Goals for Accomplishments L-42
  E. Developing a Plan of Action L-42
  F. Developing Smart Managerial Skills L-42

II. USING THE DECISION-MAKING PROCESS TO MANAGE PERSONAL RESOURCES AT HOME, SCHOOL, AND WORK L-43
  A. Reviewing the Decision-Making Process L-43
  B. Managing Clothing and Accessories L-43
  C. Managing Participatory Activities L-44
  D. Managing Spectator Activities L-44
  E. Managing Food L-44
  F. Managing Savings L-44
  G. Managing To Become Self-Sufficient L-45

MANAGEMENT CONTENT OUTLINE

ACTIVITY **STATE GOALS**

I. **MAKING CHOICES TO ENHANCE YOUR INTELLECTUAL DIMENSION** SS5-12-A2

✓ A. Distinguishing Between Needs and Wants
  1. Recognize the essential needs for well-being
    a. food
    b. clothing
    c. shelter
    d. love
  2. Discover the role of wants
    a. perceived as needs
    b. desired but not essential
    c. learned over time
    d. influenced by people and the environment
    e. varied for each individual

B. Assessing Personal Values SS5-8-A2
  1. Establish guidelines for living SS5-10-A3
  2. Define feelings or beliefs that are important
    a. honesty
    b. sincerity
    c. dependability

✓ C. Recognizing Our Resources SS5-12-B1
  1. Conserve natural resources SS5-12-M5
    a. air
    b. water
    c. food
    d. energy
  2. Utilize personal resources
    a. time
    b. money

        c. self: knowledge, imagination, and energy
        d. possessions
    3. Recognize outside resources
        a. family
        b. friends
        c. school: people, courses, and facilities
        d. businesses: goods and services
        e. community: recreation and enrichment

D. Setting Goals For Accomplishments
    1. Identify short- and long-range goals
    2. Establish priorities
    3. Make trade-offs when necessary

E. Developing a Plan of Action
    1. Prepare a budget M1-8-H1
        a. determine an individual's share in the family budget SS5-12-M1
        b. make a personal budget
        c. identify fixed and flexible expenses
        d. plan for emergency expenses
✔ 2. Manage time M1-8-H
        a. use calendar to schedule activities
        b. allot time according to importance of task
    3. Generate energy
        a. recognize biological rhythms
            1) high peaks or low points of productivity
            2) early risers versus night owls
        b. balance food, sleep, and exercise
        c. be aware of environmental influences

F. Developing Smart Managerial Skills PDH3-12-C1
    1. Identify laws
        a. Food and Drug Administration
        b. child labor laws
        c. warranties and guarantees
    2. Read labels PDH3-10-F1
        a. materials identification
        b. nutrition information
        c. product instructions

3. Do comparison shopping
4. Recognize influences
    a. media SS3-8-I1
    b. peers
    c. society
    d. family
    e. needs versus wants
5. Analyze personal habits
    a. maintain good
    b. eliminate bad
6. Acknowledge merchandising practices PDH3-12-E1
    a. promotionals SS5-8-B3
    b. displays
7. Evaluate the results

II. USING THE DECISION-MAKING PROCESS TO MANAGE PERSONAL RESOURCES AT HOME, SCHOOL, AND WORK SS5-8-C1 SS5-12-A2

A. Reviewing the Decision-Making Process SS5-8-A1
    1. Define problem
    2. Gather information
    3. Weigh alternatives
    4. Make decision
    5. Evaluate decision

B. Managing Clothing and Accessories
    1. Consider quality of fabric and construction
    2. Choose from basic styles, fads, and trends
    3. Identify need for self-expression versus peer acceptance
    4. Compare ready-to-wear with handmade
    5. Compute cost
    6. Determine care and maintenance
    7. Recognize interests and activities
    8. Discriminate among brands
    9. Plan accessories to coordinate with wardrobe
    10. Compare credit usage versus cash purchases
    11. Be aware of acceptable versus unacceptable appearance

12. Judge comfort and fit

C. Managing Participatory Activities
  1. Assess physical dexterity and skills
  2. Determine time restrictions
  3. Consider cost
    a. equipment
    b. dues, fees, and memberships
  4. Recognize quality
  5. Distinguish between social acceptance and self-fulfillment

D. Managing Spectator Activities
  1. Consider cost
    a. rental fee
    b. admission charge
    c. transportation costs
  2. Schedule use of time in relation to other alternatives
  3. Demonstrate consideration for others

E. Managing Food
  1. Differentiate between nutritious and empty calorie foods
  2. Analyze quantity and quality of snacks
  3. Do comparison shopping
    a. cost
    b. quality
    c. brand name or generic
    d. convenience or home prepared
    e. à la carte or full meal
    f. carry-out or dine-in
  4. Analyze coupons and specials
  5. Evaluate planned versus spur-of-the-moment meals

F. Managing Savings
  1. Recognize the value of the savings habit
    a. money earns interest
    b. buying power increased
    c. sense of security enhanced
    d. independence developed
  2. Develop a savings strategy
    a. determine future wants/goals

        1) entertainment
        2) vacation
        3) college or advanced education
        4) automobile
        5) clothing
        6) miscellaneous
    b. identify ways of saving
        1) piggy bank
        2) savings accounts
        3) savings bonds
        4) savings clubs
        5) stocks, bonds, and mutual funds
        6) investments

✓ G. Managing Yourself To Become Self-Sufficient

1. Use values as guidelines for actions
2. Distinguish right from wrong
3. Recognize influences
    a. self-concept
    b. peers
    c. experiences
    d. family
4. Learn to say "Yes" or "No" when appropriate
5. Adapt to changing situations
6. Employ knowledge and common sense to situations and problems

NURTURING UNIT

OVERVIEW:

Everyone needs love and support for development of the spiritual dimension of life. It is the seeking of meaning and purpose of human existence. This unit focuses on the role and value of nurturing throughout an individual's life. The activities in this unit emphasize identification and application of nurturing/caregiving/parenting skills to promote positive relationships at home, school, and work.

UNIT OUTLINE **PAGE**

I. APPRECIATING THE SENSE OF BELONGING L-49
  A. Tracing One's Roots L-49
  B. Studying the Family Life Cycle L-49

II. FOCUSING ON THE ROLE OF NURTURING/CAREGIVING/PARENTING L-49
  A. Defining Nurturing/Caregiving/Parenting L-49
  B. Acknowledging the Value of Effective Nurturing/Caregiving/Parenting L-50
  C. Recognizing Nurturing Relationships L-50
  D. Identifying Caregiving Situations L-50
  E. Distinguishing Parenting Concerns L-50

III. APPLYING NURTURING SKILLS TO HOME, SCHOOL, AND WORK L-51
  A. Identifying Skills Needed L-51
  B. Practicing Skills L-51
  C. Applying Nurturing in the Workplace L-51

NURTURING CONTENT OUTLINE

ACTIVITY STATE GOALS

I. APPRECIATING THE SENSE OF BELONGING

- ✓ A. Tracing Your Roots
  - 1. Distinguish hereditary traits: Formed by nature
  - 2. Identify learned traits: Developed by nurture
  - 3. Comprehend how nature and nurture interact to form the individual
- B. Studying the Family Life Cycle.. SS3-12-D2
  - 1. Review the traditional family SS5-10-E1
    - a. couple makes a commitment and marries
    - b. couple becomes parents and cares for their children
    - c. couple and children move through education years and experience good and bad times
    - d. children leave home and parents are a couple again
    - e. children are grown and establish their own homes
    - f. couple ages and enjoys grown children and grandchildren
  - ✓ 2. Recognize the changing family structure
    - a. married couple without children
    - b. single parent with child
    - c. divorced people with children
      - 1) single-parent family
      - 2) step or blended family
    - d. single-person household
    - e. nonfamily household: two or more unrelated persons sharing living quarters

II. FOCUSING ON THE ROLE OF NURTURING/CAREGIVING/PARENTING

- ✓ A. Defining Nurturing/Caregiving/Parenting.. SS5-10-E3
  - 1. Share with others
  - 2. Provide basic material needs
    - a. food
    - b. clothing
    - c. shelter
  - 3. Have concern for safety and security

4. Offer financial support
5. Communicate values and goals
6. Encourage independence
7. Teach how to get along with others
8. Set rules regarding behavior and activities
9. Practice give-and-take
10. Give physical and emotional support and love
11. Discuss interests and accomplishments

B. Acknowledging the Value of Effective Nurturing/Caregiving/Parenting

1. Creates a sense of belonging
2. Improves harmony
3. Provides roots for the individual
4. Enhances performance
5. Improves self-esteem
6. Promotes happiness
7. Increases self-understanding

C. Recognizing Nurturing Relationships

1. Interact with family
    a. siblings
    b. parents
    c. relatives
2. Confide in friend
3. Relate to coworker

D. Identifying Caregiving Situations

1. Provide for infants and children
2. Deal with handicapped
3. Involve the elderly
4. Consider career opportunities

✔ E. Distinguishing Parenting Concerns

1. Show concern for children
    a. sexual activity
    b. peer influence
    c. school academics and activities
    d. substance abuse
    e. work responsibilities
2. Be aware of personal issues

a. marriage and/or relationships
b. health
c. finances
d. job/career
e. aging parents

III. APPLYING NURTURING SKILLS TO HOME, SCHOOL, AND WORK PDH1-12-F3

✓ A. Identifying Skills Needed SS5-8,10-J2

1. Consistency
2. Balance
3. Sense of humor
4. Flexibility
5. Motivation
6. Self-control

✓ B. Practicing Skills

1. Give sincere compliments
2. Send "I" messages
3. Provide constructive criticism
4. Think before speaking
5. Listen attentively
6. Deliver assertive discipline

C. Applying Nurturing Skills in the Workplace

1. Employs decision-making.................... SS5-8-A1
    a. define problem
    b. gather information
    c. weigh alternatives
    d. make decision
    e. evaluate decision
2. Requires cross-generational communication
3. Involves teamwork and cooperation
4. Necessitates adaptability
5. Adapts to change
6. Requires continuing knowledge and practice
7. Accepts people as individuals

HUMAN DEVELOPMENT UNIT

OVERVIEW:

If we understands ourselves, it is easier to understand others. This unit allows the student to explore the physical, emotional, and social dimensions of life. By studying the physical changes occurring during the teen years and their influence upon emotional and social development, the student is better equipped to understand and control emotions and assess limitations. Self-understanding leads to realistic expectations, a positive self-esteem, and a healthy lifestyle—all positive traits for life and employment.

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HUMAN DEVELOPMENT CONTENT OUTLINE

ACTIVITY **STATE GOALS**

I. GROWING UP AND MATURING THROUGHOUT THE LIFESPAN

✔ A. Recognizing the Interaction of the Physical, Emotional, and Social Dimensions Upon Life

1. Acknowledge predictable physical growth patterns
2. Identify positive emotional health indicators
3. Comprehend how environment influences social development

B. Defining Patterns of Growth and Development PDH1-8-F3

1. Describe fetal development PDH1-8-F6
    - a. depends upon parent's health and nutrition PDH1-12-F1
    - b. formulates hereditary factors PDH1-12-F2
2. Identify infant development
    - a. begins life with inborn reflexes
        - 1) suck
        - 2) grasp
        - 3) startle
    - b. triples birth weight during first year
    - c. begins eye-hand coordination
    - d forms feeling of security through bonding process
    - e. depends on human interaction for mental and physical development
3. Consider characteristics of toddler development
    - a. improves large and small motor skills
    - b. learns to communicate using phrases and sentences
    - c. has short attention span
    - d develops independence through trust
    - e. learns by experimentation
    - f. plays side-by-side
4. Acknowledge changes in preschoolers
    - a. develop basic motor skills
    - b. have difficulty distinguishing reality from fantasy
    - c. need guidance and protection due to impulsive behavior

    d. use social play for interaction

5. Recognize characteristics of school-age children
    a. increase in strength, endurance, coordination, control, accuracy, and sense of rhythm
    b. expand vocabulary and language usage
    c. take pride in creating
    d. follow simple rules and instructions
    e. understand acceptable social behavior
    f. form friendships through peer interaction
6. Identify changes occurring in preteens and teens BPS1-10-N2
    a. display rapid and irregular body growth PDH1-8-F5
        1) cause awkward and clumsy movements
        2) increase interest in physical functions of the body
        3) results in girls maturing physically faster than boys
        4) exhibit restlessness due to increase in physical energy
    ✔ b. experience hormonal changes that influence physical development PDH1-8-F4
        1) changes body shape and size PDH1-10-F7
        2) causes irregularities such as skin blemishes
        3) develops ability to reproduce
    ✔ c. exhibit wide range of overt behavior and mood swings
    d. become impulsive with words and actions
    e. desire attention and recognition
    f. seek approval and acceptance
    g. are sensitive to criticism
    h. cause self-centeredness
    i. need peer acceptance
    j. tend to conform
    k. question personal and family values
7. Examine the independent young adult
    a. reaches full body maturity
    b. establishes autonomy and independence from family
    c. develops personal identity
    d. forms peer alliances
    e. selects mate
    f. explores and establishes career
8. Study changes of middle-aged adults

        - a. may begin to have health problems
        - b. become socially well established in group and community
        - c. examine career changes
        - d. may experience mid-life crisis
        - e. question self and competence
        - f. confront mortality
        - g. care for elderly parents and relatives

✔ 9. Learning about older adults

        - a. undergo physical changes
        - b. experience slowing down of physical and mental activities
        - c. provide greater acceptance of self
        - d. adjust to aging process
        - e. may begin to withdraw from society as spouse and friends die
        - f. share everyday human joys and sorrows
        - g. regard family as very important

II. CREATING A HEALTHY EMOTIONAL CLIMATE FOR TEENS

A. Identifying Basic Needs for Emotional Growth.. PDH2-8-K1

1. Security
2. Acceptance
3. Love
4. Companionship
5. Success
6. New Experiences

B. Defining Emotions

1. Provides way of communicating feelings
    - a. words
    - b. behaviors
2. Responds to environment
    - a. people
    - b. events
    - c. surroundings
3. Affects individuals differently
    - a. gender
    - b. birth order
    - c. chronological age

4. Associates with a variety of situations
    a. pleasant memories
    b. unpleasant experiences
5. Triggers variety of reactions and responses
    a. positive
    b. negative

✓ C. Exploring Emotions PDH2-10-J3

1. Recognize love PDH2-12-K2
    a. builds a feeling of self-worth SS3-12-G1
    b. creates basic trust
    c. forms foundation for positive self-image
2. Confront fear and anger PDH2-8,10-K2
    a. forms part of survival system
        1) flight/fear
        2) fight/anger
    b. results from a feeling of real or imagined danger
    c. displays itself in acceptable or unacceptable manner
        1) cultural influences
        2) gender differences
    d. is generally a reaction to being hurt
3. Experience joy and happiness
    a. reflects inner feelings of personal worth
    b. recognizes material things as short-term pleasures
    c. seeks long-term, meaningful relationships
4. Handle jealousy
    a. helps to recognize source
        1) fear of exclusion
        2) fear of being replaced
    b. causes pain
    c. elicits feelings of inadequacy
    d. displays sign of immaturity
    e. expresses behavior differently according to gender
        1) possessive attitude
        2) competitive behavior
    f. occurs within relationships
5. Respect shyness

- a. accept the quiet personality
  - 1) provides good company
  - 2) acts as sounding board for others
- b. may be a temporary condition

6. Acknowledge worry/anxiety PDH2-8,10-V2
   - a. fears the unknown
     - 1) real
     - 2) imagined
   - b. causes embarrassment
   - c. leads to emotional problems PDH2-12-R1
     - 1) stress
     - 2) blocked memory
     - 3) failure to perform
     - 4) depression
     - 5) mental illness
     - 6) suicide
   - d. helps to seek advice
     - 1) family members
     - 2) friends
     - 3) professionals
7. Control frustration
   - a. is caused by inability to reach a goal, handle a situation, or adapt to changes
   - b. deals with environmental influences
     - 1) rules and regulations
     - 2) social standards of behavior
     - 3) economy changes
   - c. reacts to personal shortcomings
     - 1) physical limitations
     - 2) lack of knowledge
     - 3) skill deficiencies
     - 4) personality problems
8. Deal with sadness, sorrow, and grief
   - a. results from disappointment, loss, or death
   - b. necessitates expressing the emotion
   - c. elps to share feelings with another individual
     - 1) family member

        2) friend
        3) professional counselor
    d. accepts comfort and support
    e. benefits to put away mementos that reinforce pain
        1) pictures
        2) letters
        3) gifts
    f. changes by doing something for someone else
    g. calls for acknowledging the grieving process
        1) denial
        2) anger
        3) bargain
        4) depression
        5) acceptance
    h. recognizes healing takes time

✔ D. Handling Emotions Using the Decision-Making Process PDH2-10-K4

1. Define problem SS5-8-A1
    a. recognize the emotion
    b. accept feelings
2. Gather information SS5-10-B1
    a. sort out feelings related to the emotion
    b. determine reason for emotion
3. Weigh alternatives PDH2-8-K4
    a. think how to handle the emotion
        1) talk to family member, friend, or seek professional help
        2) ignore emotion or problem
        3) put off dealing with emotion
    b. keep in touch with feelings
    c. consider consequences of alternatives
4. Make decision PDH2-12-K1
    a. react in positive manner
        1) calm
        2) direct
        3) rational
    b. be considerate of other's feelings
        1) express displeasure without shouting

    - 2) select private rather than public confrontation
    - 3) avoid accusations
  - c. be kind to oneself
    - 1) adequate rest
    - 2) proper nutrition
    - 3) regular physical exercise
    - 4) new interests and activities

5. Evaluate decision PDH2-10-K6
  - a. feel satisfaction with outcome
  - b. experience boost in self-esteem
  - c. question correctness of decision
  - d. acknowledge thorough consideration of all resources
  - e. accept consequences of decision

LIFE SITUATIONS UNIT

OVERVIEW:

Throughout life, situations constantly arise requiring decision making. This unit helps the student to draw upon his or her conscience, personal code of ethics, and attitude as resources for making decisions. By identifying life situations and practicing a variety of coping skills, the student develops the emotional and social dimensions of life.

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LIFE SITUATIONS CONTENT OUTLINE

ACTIVITY **STATE GOALS**

I. BUILDING CHARACTER TO DEAL WITH LIFE SITUATIONS

✓ A. Recognizing YourConscience
   1. Begins early in life and develops over time
   2. Reveals itself as an inner voice distinguishing right from wrong
   3. Makes us responsible for thoughts, intentions, and conduct
   4. Forms through family, religion, and environment

✓ B. Developing a Code of Ethics.. SS3-12-C2
✓ 1. Recognize values: Ideas or beliefs about what is important
   2. Establish principles: Beliefs about what is right and wrong and guidelines for living with oneself and others
   3. Set standards: Guidelines for measuring values and goals
✓ 4. Demonstrate self-control
   5. Acknowledge expected ethics in the workplace.. SS5-8-J2
      a. project employer's image through professionalism SS5-12-I2
         1) be neat and clean in appearance
         2) talk in a friendly, but businesslike manner
         3) be proud of employer
         4) perform one's best on every task
      b. exhibit reliability and dependability
         1) complete work on time
         2) be realistic about deadlines
      c. develop habit of coming to work on time
         1) realize absenteeism and tardiness cost the employer money
         2) feel more relaxed and work more conscientiously
      d. be loyal to the employer
         1) void criticism of employer and coworkers
         2) offer constructive criticism directly to person involved
         3) keep employer's private matters confidential
         4) handle personal matters on private, not employer's time
      e. be honest in all matters

            1) fill out employment application accurately
            2) be willing to admit mistakes and accept blame
            3) realize seldom given a second chance for lying or stealing from company
        f. take advantage of opportunities for growth
            1) exert effort to learn about the products, technology, and people associated with the job
            2) ask for help when necessary

C. Dealing with Attitudes

1. Define attitude
    a. starts with feelings of self and others
    b. reflects an individual's outlook on life
    c. can be learned
    d. can be controlled
    e. ends with actions
2. Analyze the influence of a negative or positive outlook on life SS5-8-I2
    a. recognize personal attitudes
        1) optimism: expecting a favorable outcome
        2) pessimism: expecting misfortune or disaster
        3) realism: having an awareness of things as they are
    b. examine negative or pessimistic attitudes
        1) waste time, energy, and money
        2) cause trouble with authorities
        3) lead to dysfunctional behaviors
        4) affect others
    c. benefit from positive or optimistic attitudes
        1) draw people to self
        2) command respect from others
        3) earn approval by peers and supervisors
3. Recognize how attitude toward authority is related to security
    a. provides safety through laws
    b. provides stability through authority figures
        1) parents are responsible for basic needs
        2) teachers provide a safe learning environment
        3) professionals provide health and welfare
        4) employers set work standards
4. Examine your attitude toward property

- a. shows respect for personal and public property
  - 1) eliminates graffiti and defacing
  - 2) avoids vandalism
- b. takes pride in sharing and caring for the environment
  - 1) controls litter
  - 2) manages waste
  - 3) protects plants and animals

5. Consider your attitude toward others
   - a. hurts others by stereotyping
     - 1) sexism
     - 2) racism
     - 3) ageism
   - b. limits you by developing prejudices
     - 1) affects self-esteem
     - 2) limits growth
     - 3) reduces opportunities for discovery
     - 4) leads to mistakes
6. Structure your attitude toward time
   - a. acknowledges importance for gaining knowledge and skills
   - b. develops relaxation and socialization
   - c. appreciates as one matures
   - d enforces through curfews
     - 1) protects from danger
     - 2) provides time for rest
     - 3) shows respect when accepted
7. Manage your attitude toward money
   - a. accepts as an important resource
     - 1)earned through work
     - 2) given as allowance or gift
   - b. acknowledges need for decision making
     - 1) wants versus needs
     - 2) saving versus spending
     - 3) personal skills versus hired services
8. Consider changing your attitude
   - a. recognizes need for change
   - b. re-examines values and priorities

        c. accepts time and effort required

II. DEALING WITH LIFE SITUATIONS AT HOME, SCHOOL, AND WORK

A. Defining a Life Situation
   1. Identify issues to be considered
   2. Recognize problems to be analyzed and managed
   3. Select circumstances that require decisions

B. Identifying Terminology To Handle Life Situations
   1. Recognize stress
      a. causes mental or physical tension when faced with change
      b. affects everyone at different times and in different ways
      c. produces negative reactions
         1) stage fright
         2)test anxiety
         3) headaches
         4) stomach cramps
         5) nervous habits:nail biting, hair twisting, tics
   2. Acknowledge conflict
      a. differs whether personal or social conflict is involved
      b. arises as a result of poor communication
      c. results from differing values and goals
      d. appears as disagreements or problems
      e. resolves through compromise
   3. Deal with crises
      a. represents an unexpected event or experience in a person's life
      b. prompts people to make changes in their lives
      c. causes stress
      d. occurs anytime in an individual's life

✔ C. Recognizing Life Situations.. PDH2-8-I1
   1. Personal concerns PDH2-8-K3
      a. body weight
      b. physical development
      c. popularity
      d. academic achievement
      e. privacy

   f. emotional behavior
   g. material possessions
   h. sexuality
   i. educational decisions
   j. social acceptance
   k. finances
   l. sexually transmitted diseases
✔ m. future expectations

2. School problems
   a. teacher-pupil conflict
   b. peer conflict
   c. academic stress
   d. competitive pressures
3. Family problems PDH2-12-Q1
   a. child related
      1) sibling rivalry and solidarity
      2) latch-key children
      3) runaways
      4) live-in friend or relative
      5) "empty-nest" syndrome
      6) military service
   b. parent involved
      1) divorce, separation, remarriage
      2) blended family
      3) infidelity
      4) desertion
      5) aging parent, grandparent, or relative
4. Financial situations
   a. dual-income family
   b. moonlighting
   c. cash flow
   d. income loss or cut-back
   e. credit misuse
5. Health concerns PDH2-12-R1
   a. physical, emotional, sexual, and substance abuse
      1) child

- 2) teen
- 3) spouse
- 4) elderly

b. sickness
  - 1) chronic or terminal illnesses
  - 2) accidents
  - 3) hospitalization
  - 4) physical or mental illness

✓ c. birth issues
  - 1) teenage pregnancy
  - 2) "second family"
  - 3) handicapped
  - 4) multiple births
  - 5) miscarriage
  - 6) premature birth

d. death and suicide
  - 1) family member
  - 2) friend
  - 3) schoolmate
  - 4) coworker

6. Job-related issues
   - a. loss or change
     - 1) new position
     - 2) unemployment
     - 3) relocation/transfer
     - 4) retirement
   - b. conflicts
     - 1) labor laws
     - 2) sexual harassment
     - 3) gender equity
     - 4) family job expectations
     - 5) underemployment
7. Legal issues
   - a. delinquency
   - b. imprisonment
   - c. bankruptcy/foreclosure

8. Human issues
    a. homelessness
    b. poverty
    c. illiteracy
    d. overpopulation
    e. military conflict
9. Natural disasters
    a. flood
    b. fire
    c. tornado
    d. earthquake
    e. hurricane
10. Ecological concerns
    a. pollution
    b. green house effect
    c. waste management
    d. famine
    e. war

PDH2-8-K4

III. MAKING DECISIONS RELATED TO LIFE SITUATIONS PDH2-10-J3

A. Reviewing the Decision-Making Process SS5-8-A1
    1. Define problem
    2. Gather information
    3. Weigh alternatives
    4. Make decision
    5. Evaluate decision

B. Using Coping Skills as a Form of Decision Making
    1. Define coping
        a. overcome or deal with problems and difficulties
        b. uses variety of methods SS5-8-L3
            1) brainstorming
            2) compromising
            3) negotiating
            4) networking
    2. Practice specific coping techniques SS5-8-L2
        a. focus on the problem PDH2-10-E4

- b. recognize change is normal PDH2-10-K6
- c. keep calm
- d. apply personal knowledge and skills
- e. talk out problem with trusted person
- f. recognize community resources.......... PDH2-8-S2
    - 1) friends and neighbors SS3-8,12-E1
    - 2) hotlines SS3-12-G2
    - 3) professional counselors
    - 4) support groups
    - 5) government agencies
    - 6) private organizations
- g. plan ahead
- h. choose the proper time and place
- i. establish ground rules and boundaries
- j. stick to the issue
- k. listen attentively
- l. be assertive
    - 1) express feelings honestly and with sensitivity
    - 2) stand up for your beliefs without attacking beliefs of others
    - 3) state feelings without apologizing or feeling guilty
    - 4) be positive, sure, and confident
    - 5) treat others as you would like to be treated
- m. avoid criticism, sarcasm, blame, and threats PDH2-8-J1
- n. use humor when appropriate
- o. find substitute behaviors for violence and abuse
- p. be willing to compromise or negotiate
- q. recognize when and how to stop negative emotional behavior
- r. accept results of decision
- s. be supportive of others' needs and concerns
- t. develop good health and nutrition habits
- u. exercise on a regular basis
- v. learn to relax

✔ C. Forming a Plan for the Future

1. Dream about tomorrow
2. Set future goals
3. Identify strategies for achieving goals

CAREERS UNIT

OVERVIEW:

All people work. For teenagers, school is a form of work. This unit is designed to explore the occupational dimension of life by using the decision-making process for exploration of job opportunities, personal assessment, and acquisition of a job. Learning activities show the student how school skills are transferable to home and work. Emphasis is placed on home economics concepts and work habits needed to perform in a technological society.

UNIT OUTLINE **PAGE**

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CAREERS CONTENT OUTLINE

ACTIVITY **STATE GOALS**

✓ **I. CORRELATING THE DECISION-MAKING PROCESS WITH JOB DECISIONS TO DEVELOP AN INDIVIDUAL'S OCCUPATIONAL DIMENSION**

A. Reviewing the Decision-Making Process
   1. Define problem
   2. Gather information
   3. Weigh alternatives
   4. Make decision
   5. Evaluate decision

B. Examining Work
   1. Distinguish among a job, profession, and a career
      a. job: a specific task or stint of work
      b. profession: a vocation requiring special preparation
      c. career: planned employment opportunities pursued as life's work
   2. Recognize the types of work
      a. producer of goods
      b. provider of services
      c. manager of operations
   3. Consider pros and cons of working while in school
      a. pros
         1) money
         2) self-satisfaction
         3) independence
         4) belonging
      b. cons
         1) interference with school studies
         2) length and spacing of work hours
         3) harassment from coworkers and/or management
         4) lack of sleep and decreased mental alertness

        5) safety and security while commuting and on-the-job
        6) less time for family, friends, and recreational activities

C. Assessing Self

1. Consider interests
    a. enjoy working with others or being alone
    b. prefer indoor or outdoor work
    c. desire to enhance personal hobbies or activities
2. Recognize aptitudes and talents
    a. manage and organize projects
    b. work with hands
    c. communicate with others
3. Identify skills and abilities
    a. adept with math and computers
    b. creative with ideas or materials
    c. compassionate with children and adults
    d. sensitive to the environment
    e. relate and respond effectively to all ages

D. Acquiring Experience SS5-8-I1

1. Work as a volunteer
    a. hospital volunteer
    b. recreation leader
    c. baby sitter
    d. church teacher
2. Participate in school activities/organizations
    a. FHA-HERO
    b. sports
    c. student government
    d. music and drama
    e. departmental organizations (i.e., Spanish Club, Science Club, and others)
3. Perform part-time jobs
    a. child care
    b. food service
    c. lawn and home maintenance
    d. newspaper delivery
    e. supermarket employee
    f. agricultural field work

- g. health care services
- E. Exploring Home Economics Careers
    - 1. Consider food and nutrition services
    - 2. Investigate childcare and day-care services
    - 3. Recognize clothing and apparel services
    - 4. Look at hospitality and home management services
    - 5. Identify interior furnishings services
    - 6. Examine consumer and personal services
- F. Identifying Educational Requirements SS5-10-I1
    - 1. Obtain high school diploma
    - 2. Consider vocational training
        - a. technical training
        - b. apprenticeships
    - 3. Contemplate a two-year community college
    - 4. Investigate four-year college or university

II. ACQUIRING THE JOB

- A. Recognizing Sources of Job Information SS5-8-B2
    - 1. Identify people
        - a. teachers
        - b. counselors
        - c. friends and relatives
        - d. business people
        - e. persons employed in the profession
    - 2. Review printed materials
        - a. newspaper want-ads
        - b. library career and vocational guides
        - c. trade or union publications
- B. Applying for the Job SS5-10-B2
    - 1. Prepare employment information
        - a. social security number
        - b. work permit
        - c. health certificate (dependent upon job)
        - d. work record
        - e. educational background
        - f. references

1) teachers
2) administrators
3) guidance counselors
4) former employers
5) religious leaders

2. Complete an application
   a. neat and concise
   b. honest information
   c. résumé included
3. Anticipate the interview
   a. make a good impression
      1) punctual for appointment
      2) neatly dressed
      3) properly groomed
      4) articulate
      5) polite
      6) interested
   b. be prepared to answer questions
      1) interests and experiences
      2) personal goals
      3) reason for applying
      4) personal contribution to organization
   c. be prepared to ask questions
      1) job requirements
      2) pay and pay periods
      3) work schedules
      4) dress code
      5) job notification
      6 starting date and location
      7) supervisor

III. TRANSFERRING SCHOOL SKILLS TO THE WORKPLACE............ SS5-8,10-J1

✓ A. Identifying General Skills Learned in School.. SS5-8-J2

1. Compute math to solve problems
2. Read to acquire knowledge and follow instructions
3. Write to communicate ideas and information

4. Explore science to improve well-being

✓ B. Recognizing Basic Skills Learned in Home Economics and FHA-HERO

1. Practice decision making
2. Develop self-esteem
3. Encourage teamwork
4. Develop leadership
5. Use safety and sanitation practices
6. Manage resources
7. Promote nutrition and fitness
8. Foster interpersonal relationships

✓ C. Employing Work Habits for Success SS5-8,10-I2

1. Demonstrate dependability SS5-8-J2
    a. complete assignments accurately and on time
    b. assume responsibilities for decisions and actions
2. Be punctual
3. Follow rules and regulations
4. Recognize consequences for actions
5. Control emotions
6. Exhibit pride and loyalty
7. Handle stress
8. Be adaptable
9. Demonstrate decision-making skills

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ACTIVITY FORMAT

COURSE TITLE
Topic
Outline Reference

TITLE: This duplicates the wording from the course content outline.

OBJECTIVES: The first objectives identify knowledge students are expected to acquire. The remaining objectives emphasize skills incorporated throughout the activity. These skills were developed from the task lists.

MATERIALS: Assemble and prepare all materials prior to beginning instruction. Materials used repeatedly are located at the beginning of the activities section.

INTRODUCTION: This is an overview of the activity's content.

DIRECTIONS: Suggested procedures for student to perform are included.

EVALUATION: These are suggestions for determining the achievement of the objectives. The criteria for assigning grades is not included.

FHA-HERO: This section suggests ways to incorporate the lesson's content into FHA-HERO activities and proficiency events.

TEACHER NOTES: Additional ideas and suggestions for further application of the content are identified.

STATE GOALS: If the activity is taught as written, the identified state goals will be met.

THE DECISION-MAKING PROCESS

DIRECTIONS: Apply the steps in this process to make a decision.

1. **DEFINE PROBLEM:** Be specific and it will be easier to solve.

2. **GATHER INFORMATION:** Use a variety of resources.

3. **WEIGH ALTERNATIVES:** Consider pros and cons of each idea.

4. **MAKE DECISION:** Select decision which is best for you, others, and the environment.

5. **EVALUATE DECISION:** Judge the outcome and consider whether to repeat.

DEVELOPING THE PHYSICAL DIMENSION OF WELLNESS

OBJECTIVES:

Interpret the physical dimensions of wellness.
Identify how to use information.

MATERIALS:

One copy of **Keeping Well** transparency or handouts made from transparency master.

INTRODUCTION:

To be a physically well person, one must eat properly, maintain physical fitness, and prevent and detect early illnesses.

DIRECTIONS:

1. Project the transparency or distribute the handout to each student.
2. Ask these questions:
   a. What are each of the characters doing?
   b. How do each of their activities relate to physical wellness?
   c. What do all of the activities have in common?
3. Discuss how eating, physical fitness, and the prevention of early illness are interrelated with the physical dimension of wellness.

EVALUATION:

Have each student complete this statement: "If I rated my wellness on a scale of 1-10, one being low and ten being high, I would be a ________ because . . . (Have each student give at least three reasons why he/she chose that number.)

FHA-HERO:

Encourage the members to use the dimensions of wellness as the basis of their "chatter" for the student body, nutritious snacks, or relish tray proficiency events.

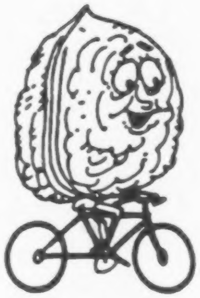
TEACHER NOTES:

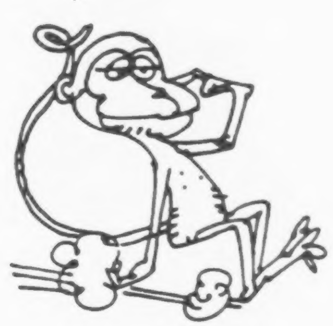
Choosing nutritious foods, maintaining physical fitness, and the prevention and detection of early illness should be reviewed throughout this unit to help students continue to make connections between wellness and other topics.

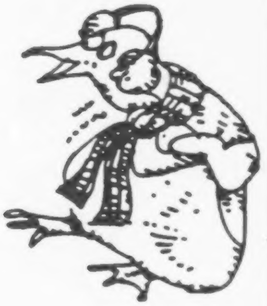
STATE GOALS:

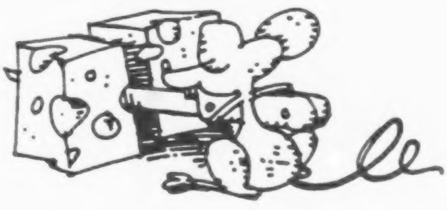
SS5-8-B2; SS5-12-C1; BPS2-10-F2; PDH1-8-A1; PDH1-8-E3; PDH1-8-E1; PDH2-8-F4; PDH2-8,12-H1; PDH2-8-K3; PDH2-8-Q1; PDH2-12-C1; PDH2-12-K1; PDH3-12-K1; PDH4-12-L1; PDH5-8-B1; LA2-8,10-D2; LA2-8,10-F2; LA2-12-F1; LA2-8,10-C3; LA2-12-C2; LA2-10,12-B1; LA3-8,10,12-B1; LA3-8,10-C1; LA3-8,10,12-E1; LA3-12-D1.

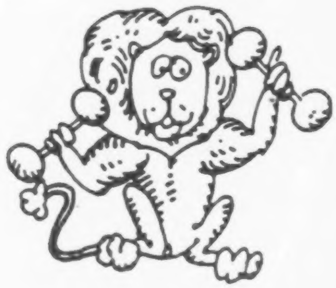
KEEPING WELL

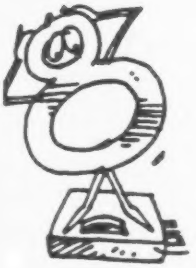


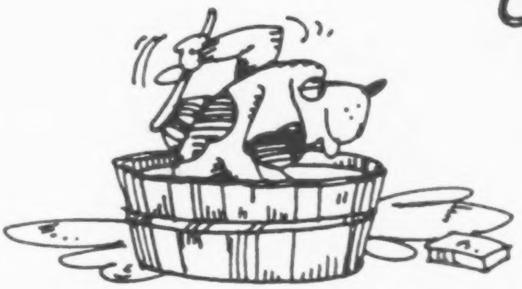


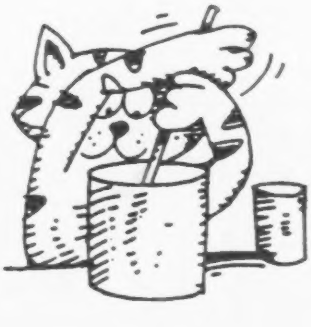


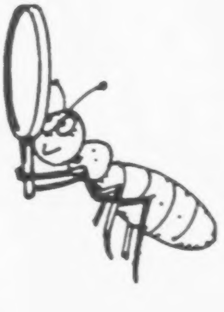












LOOKING AT PRINTED MATERIALS

OBJECTIVES:

Determine how the table of contents provides direction for locating information.
Identify topics generally included in the area of nutrition.
Interpret information from a textbook and write a TV commercial explaining a major nutrition topic.
Organize material resources.

MATERIALS:

One nutrition textbook for each group (more than one text may be used)
One copy of **Using Printed Materials** worksheet for each group

INTRODUCTION:

A textbook is one resource that can be used to locate nutrition information. The table of contents provides an overview of the information contained in the book, as well as directions for locating specific information.

DIRECTIONS:

1. Divide class into groups of three.
2. Give each group one nutrition textbook and a worksheet.
3. Review steps on worksheet.
4. Allow time to complete worksheet.
5. Have each group write and present a TV commercial that explains a major nutrition topic.

EVALUATION:

Completed in Steps 4 and 5.

FHA-HERO:

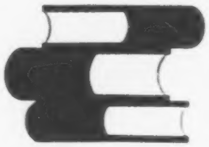
Use the worksheet to prepare students to develop their presentation for the student body proficiency.

TEACHER NOTES:

The process of using the table of contents, skim-reading chapter headings, and reading specific content within chapters to solve problems may be applied to any subject matter. Reviewing this process may help the students to identify how a textbook may be used as a source of information.

STATE GOALS:

LA1-8, 10, 12-A1; LA1-8, 10, 12-A2; LA1-8, 10, 12-D1; LA3-8, 10-A3; LA3-8, 10, 12-B1; LA4-8-A1; LA4-8-D1; LA4-8-D2; LA4-8-D3; LA4-10-E1; LA4-12-D1; LA4-12-E1; LA4-12E3.



USING PRINTED MATERIALS

WORKSHEET

Step 1. Turn to the table of contents and identify general information included in the textbook.

A. Read the names of the chapters or sections.

✍ B. Write the name or number of the chapters or sections that you anticipate will include:

1. Nutrition information ______________________________
2. How to prepare food ______________________________
3. How to buy food ______________________________
4. Careers in food and nutrition ______________________________

Step 2. Turn to the chapters or sections that include nutrition information. Read the headings or division titles within the chapters.

✍ A. If you were invited to write a TV commercial to explain general nutrition information and your producer requested a list of major nutrition topics, list which headings or division titles you would select from the chapter.

____

____

____

✍ B. Write the nutrition topic you would include in your TV commercial.

____

____

____

Step 3. Determine additional information needed to write your TV commercial.

A. Read specific sections of the chapter.

B. Incorporate ideas into your written commercial.

C. Present commercial to the class.

REVIEWING THE DECISION-MAKING PROCESS

OBJECTIVES:

Use the decision-making process to plan for lifetime wellness.
Locate and use information.
Demonstrate responsibility for carrying out a project.

MATERIALS:

One copy of the **Decision-Making** worksheet (located at beginning of **LIFE** Activities) for each student or group of students
Resource materials such as texts and periodicals to gather information

INTRODUCTION:

How many of you would like to avoid being sick? What can each of us do to maintain maximum physical wellness throughout our lifetime? Some of the decisions each of us make today will determine our wellness in the future.

DIRECTIONS:

1. Divide the class into groups or have each student work independently.
2. Review all the steps on the **Decision-Making** worksheet.
3. Discuss the advantages of using the decision-making process to plan for lifetime wellness.
4. Define the problem: "What can each individual do to obtain maximum wellness for a lifetime?" Write this question in the **Define Problem** section of the worksheet.
5. Encourage the students to gather information from several sources to answer the question.
6. Complete all the steps in the decision-making process to determine how to obtain maximum wellness.

EVALUATION:

Write answers to complete these statements:

1. "To obtain maximum wellness throughout my lifetime, I will . . . ."
2. "Using the decision-making process helps me to . . . ."

FHA-HERO:

Use the decision-making process or the planning process to make decisions for the organization.

TEACHER NOTES:

Students may not be familiar with the use of this process and may need to be encouraged to read and arrive at decisions on their own. The technological society requires that individuals know how to make decisions.

The **Decision-Making** worksheet may be used in many content areas and steps should be reinforced to help students become more proficient.

STATE GOALS:

M7-8,10,12-E1; M7-8,10,12-G1; M7-8,10-E4; M7-8,10-E5; LA3-8,10-B1; LA3-8,10,12-E1; LA3-10-B2;LA1-8,10,12-A1; LA1-8,10,12-A3; LA1-8,10,12-F1; LA1-8,10,12-G1; PDH2-8-F4; PDH2-8-Q1; PDH5-12-B3.

SNACKS

OBJECTIVES:

Plan a nutritious and appealing single-serving snack for a teenager.
Produce an interesting, quick, delicious, and nutritious snack that will appeal to a teenager.
Read and follow directions.

MATERIALS:

One copy of the **Planning Guide To Preparing A Nutritious Snack** for each student
One copy of the **Evaluation Form: Nutritious Snacks For Teenagers** for each student

INTRODUCTION:

Snacks are a part of our daily diet. It is important to select snacks that are nutritionally sound.

DIRECTIONS:

Follow directions on the **Planning Guide To Preparing A Nutritious Snack.**

EVALUATION:

Use FHA-HERO Proficiency Event **Evaluation Form** to rate the product.

FHA-HERO:

This activity is one of the Illinois FHA-HERO proficiency events.

TEACHER NOTES:

If lack of money prevents all the students from preparing an individual snack, instruct students to complete the written activity and select the best five, or whatever number the budget will allow, and prepare these for the class.
Refer to pages 7-8 of the *FHA-HERO Proficiency Events Handbook*, 1989-91, to prepare students for competition at the state level.

STATE GOALS:

M7-8,10,12-E1; M7-8,10-E4; M7-8,10-E5; M7-8,10-E6; M1-8-H3; PDH1-8-E3; PDH2-8-F4; PDH28,10,12-F1; PDH2-10,12-F2; BPS1-8-N1; BPS1-8-P3; SS5-8,10-B1; SS5-8-C1; SS5-8,10-L2; LA1-8,10,12-C2; LA6-8-C2; LA2-8,10,12-B2; LA2-8-C2.

PLANNING GUIDE TO PREPARING A NUTRITIOUS SNACK

OBJECTIVES:

- Plan a nutritious and appealing single-serving snack for a teenager
- Produce an interesting, quick, delicious, and nutritious snack that will appeal to a teenager

DIRECTIONS:

1. Select a combination of fruit, milk, vegetable, meat, or bread product to prepare a single-serving snack. Your choice is:

   ____

2. Use resource materials of your choice where necessary.

   A. How active is the individual for whom this snack is being prepared?

   ____

   B. Is the snack being prepared for a male, female, or both?

   ____

   C. What nutrients are included in this snack? (Be specific.) Include the nutritional values. Example protein = 5 gm.

   ____

   ____

   ____

   ____

   D. What is the caloric value of a single serving of this snack?

   ____

   E. Determine the cost of this snack.

   ____

   F. How much time is needed to prepare this snack?

   ____

3. Use the evaluation sheet as a guide to prepare the snack in 20 minutes or less.

EVALUATION FORM
NUTRITIOUS SNACKS FOR TEENAGERS

First Place—40-45 points; Second Place—35-39 points; Third Place—30-34 points; Participation 0-29

	1	2-3	4-5	Rating 1-5
1. Originality	Ordinary, little or no originality	Has some creative touches	Shows originality and creativity	
Comments: ______				______
2. Nutritional Value	Little or no nutritional value; more calories than nutrients	Has some nutritional value	High nutritional value	
Comments: ______				______
3. Ease of Preparation	Elaborate preparation needed	Fairly easy and convenient	Quick and easy preparation	
Comments: ______				______
4. Cost and Nutritional Value Comparison	Poor in relation to nutritional value	Fair in relation to nutritional value	Excellent in relation to nutritional value	
Comments: ______				______
5. Appeal to Teenagers and Taste	Does not have appeal; poor taste	Appeals to some teenagers; average taste	Appeals to most teenagers; appealing taste	
Comments: ______				______
6. Sanitation and Work Area	Poor sanitation techniques	Fair, could be improved	Exercised excellent sanitation techniques	
Comments: ______				______
7. Appearance	Poor personal hygiene	Neat, but could improve personal hygiene	Good personal hygiene	
Comments: ______				______
8. Question	Unable to answer questions	Answered some of the questions	Answered all of the questions effectively	
Comments: ______				______

9. Test

1-2	correct answers	= 1 point
3-4	correct answers	= 2 points
5-6	correct answers	= 3 points
7-8	correct answers	= 4 points
9-10	correct answers	= 5 points

TOTAL POINTS______

SELF-ESTEEM RESULTS FROM A VIEW OF YOURSELF

OBJECTIVES:

Identify views of yourself.
Determine how your self-perception influences performance in school and/or on the job.
Follow directions.

MATERIALS:

One envelope and six pieces of plain paper per student

INTRODUCTION:

Pretend you are this envelope. The outside of the envelope represents how others see you; the inside represents how you see yourself. How you see yourself defines your self-image and affects your self-esteem.

DIRECTIONS:

1. Distribute six pieces of paper and one envelope to each student.
2. Read each step below and have students complete before moving to the next step.

Step 1 On the outside of the envelope, write personal characteristics which you feel others perceive you as having. These may be positive or negative. These represent your perceived self-image. Example: "People say I am always happy."

Step 2 On each of the six pieces, write one comment or phrase that you believe represents your personality, thoughts, needs, or behaviors. These represent your real self-image. Example: "I am a sensitive person."

Step 3 On the reverse side of each piece of paper, write how you would like to be viewed by others. This represents your ideal self-image. Example: "I wish I could be less self-conscious in a group."

Step 4 Place comments in the envelope as you write them so no one sees them. Your self-esteem is like the information in the envelope. It may be hidden from others, but not from yourself.

EVALUATION:

Write five complete sentences to answer this question: "How does your perceived self, real self, and ideal self influence your relationships with others and your performance in school and/or on the job?

FHA-HERO:

When working with the officers, describe how your perceived, real, and ideal self-image influences your leadership skills.

TEACHER NOTES:

The information is very personal; therefore, the envelopes need not be shared or collected. You may wish to do the activity along with the students, thus serving as a role model. Give examples to help the students think about who they are.

STATE GOALS:

SS3-12-C2; SS3-12-C3; PDH2-8,10-K1; PDH2-8,10,12-M1; PDH2-8-M2; PDH2-8-M3; PDH2-12-K2; LA3-8,10,12-B1; LA3-8,10,12-E1.

EXAMINING FACTORS THAT INFLUENCE SELF-ESTEEM

OBJECTIVES:

Classify self-esteem influences.
Analyze factors that influence self-esteem.
Relate to and communicate with others.
Read and follow directions.

MATERIALS:

One copy of **What Influences Your Self-Esteem?** worksheet for each student

INTRODUCTION:

Personal characteristics, family influences, pressure from your social circle, and societal influences affect self-esteem.

DIRECTIONS:

1. Review the factors from the course outline that influence self-esteem.
2. Write these self-esteem factors on the board or overhead:
   a. personal characteristics
   b. family influences
   c. pressure from an individual's social circle
   d. societal influences
3. Identify examples that influence self-esteem for each factor.
4. Distribute **What Influences Your Self-Esteem?** worksheet to each student.
5. Review directions.
6. Allow time to complete worksheet.

EVALUATION:

Using the examples on the worksheet,

1. Explain how each factor influences an individual's self-esteem.
2. Identify which statements are positive or negative influences.
3. Describe how negative factors can be changed to improve an individual's self-esteem.

FHA-HERO:

Discuss how personal characteristics, family influences, pressure from social circle, and societal issues influence leadership.

TEACHER NOTES:

There may not be agreement on the placement of the check marks. Encourage students to justify their choices. Helping students to recognize that there is diversity in thinking encourages self-esteem in self and others.

STATE GOALS:

LA2-8,10-B2; LA3-12-B1; LA2-8-C2; LA2-8-D2; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10,12-F1; LA68,10C2; LA6-10-C1; PDH2-8-K4; PDH2-12-K1; PDH2-12-K2; PDH2-12-M1; SS3-12-C2; SS3-12-D1; SS58,10L2; PDH2-8-M3; PDH2-8-M2.

WHAT INFLUENCES YOUR SELF-ESTEEM?

WORKSHEET

DIRECTIONS
Identify whether it is personal factors (P), family influences (F), social circle pressures (SC), or societal influences (S) that affect your self-esteem in the following examples by placing a check mark (✓) in the spaces below. There may be more than one check for each example.

EXAMPLES		P	F	SC	S
1. Tells checkout clerk when too much change is received	1				
2. Watches war movies	2				
3. Makes purchases based on advertising	3				
4. Eats candy bar before purchasing	4				
5. Is the youngest child in the family	5				
6. Is expected to take over the family business someday	6				
7. Has best friend sign up for class	7				
8. Enjoys working with grandparent	8				
9. Clowns around in class	9				
10. Is taller than most friends	10				
11. Eats out rather than cooking	11				
12. Has housekeeper come in every week	12				
13. Has parents who are professionals	13				
14. Buys the most expensive tickets to see a music concert	14				
15. Dresses like a rock star	15				
16. Buys only American made items	16				
17. Admires parents	17				
18. Uses diet pills to lose weight	18				
19. Wears only brand name clothes	19				
20. Believes in male/female tasks	20				
21. Is jealous when date talks to others	21				
22. Attends church regularly	22				

RECOGNIZING THE DIFFERENCE BETWEEN INDIVIDUALS WITH HIGH AND LOW SELF-ESTEEM

OBJECTIVES:

Analyze how your self-esteem influences decisions.
Relate to and communicate with others.

MATERIALS:

One copy of **Self-Esteem Situations**
Chalkboard

INTRODUCTION:

Our self-esteem influences how we choose to make decisions. The way in which we make a decision reflects our degree of self-esteem.

DIRECTIONS:

1. Cut situations apart.
2. Have one student draw a situation and read it to the class.
3. Have the remainder of the class give examples of ways in which individuals with high self-esteem and low self-esteem would make a decision.
4. Record low and high self-esteem decisions in two columns on the chalkboard as each situation is discussed.

EVALUATION:

Answer the following questions:

1. What kind of actions and behaviors do individuals with high self-esteem display?
2. What kind of actions and behaviors do individuals with low self-esteem display?
3. How does one's self-esteem influence one's decision-making?

FHA-HERO:

Improve low self-esteem attitudes and behaviors by offering programs and activities that boost self-esteem.

TEACHER NOTES:

Reinforcing positive self-esteem is necessary in classroom situations to help students build confidence and become self-sufficient.

STATE GOALS:

SS5-8,10-I2; SS5-8-J2; SS5-10-J3; SS5-12-C1; PDH2-8-K4; PDH2-10,12-K1; PDH210K6,PDH10,12M1; LA2-8,12-C2; LA2-8-D1; LA2-8-D2; LA2-8,10-F2; LA2-8,10-F3; LA2-12F1; LA3-8,10,12-B1; LA6-10-C1.

SELF-ESTEEM SITUATIONS

✂ Cut Apart

You come home from school. You have had a good day; you feel good about the test you got back. As you walk in the door, your parent says, "Why did you wear that sweater? You know it looks terrible! I'll never understand why you look so sloppy."

You are constantly told that you cannot do well in a certain subject at school.

One day when you arrive at work your supervisor is very grumpy and snaps at you when you ask a question.

You receive a note from your employer in your paycheck that compliments you on your work.

Everything seems to go wrong at work. You drop things, and it seems to take twice as long to accomplish each task. No one seems to notice that things aren't going well.

Your best friend no longer speaks to you, and you don't know why.

You receive a $500 gift from a family friend.

When you handed in your paper, you weren't sure how well you had done. When the paper was returned, the teacher had written a note complimenting your work on its content and neatness.

You overheard your best friend tell another friend that he or she no longer likes you.

You are walking down the hall. An individual you have always admired takes the time to tell you how nice you look.

The coach selects you to demonstrate a technique to the team. Your performance is flawless.

When you handed in the first assignment of the semester, you felt unsure about your work. The paper comes back full of red marks, no explanations, and a low grade.

You receive a letter from a friend saying how much your friendship is valued.

You have been sick for a week, and your homework has stacked up.

DEFINING THE COMMUNICATION PROCESS

OBJECTIVES:

Interpret the communication process.
Follow directions.
Relate and communicate with others.

MATERIALS:

One copy of the script below
The Communication Process transparency

INTRODUCTION:

Each of us communicates verbally and nonverbally. The person receiving the message interprets the information and provides feedback to the person sending the message.

DIRECTIONS:

1. Read the script with another student or have two students read the script.
2. Use verbal and nonverbal messages while reading.

SCRIPT

Person A	I need some money to buy new tennis shoes. (Point to shoes and use good eye contact to emphasize nonverbal communication.)
Person B	You always need money for something or other. Give me three good reasons why you need new tennis shoes. (Emphasize words to stress verbal communicaton.)
Person A	You promised you would buy me a new pair; everybody else is getting new shoes, and I'm tired of my old ones. (Act disgusted to emphasize nonverbal communication.)
Person B	I will not give you the money until your old shoes are worn out.

EVALUATION:

Use **The Communication Process** transparency to interpret the script, then answer these questions:

1. Who was the sender of the message?
2. Who received the message?
3. How did the receiver interpret the verbal and nonverbal messages?
4. What feedback was provided to the sender?

FHA-HERO:

Clarify the communication process with the officers as a means of helping them lead other students.

TEACHER NOTES:

Use the ideas from the script and **The Communication Process** transparency to help students to improve communication. Discuss why communication is important at home, school, and work.

STATE GOALS:

LA2-8,10,12-C1; LA2-8,10-F2; LA4-12-D1; LA6-8,10-C2; LA2-10-D2; LA4-8,10-E5; LA4-10-E4; LA2-8,10,12-D1; LA2-8,10-F3; LA4-8,10-D2; LA4-8-D3.

THE COMMUNICATION PROCESS

THE SENDER

To **send** a message, you communicate:

Verbally to the receiver

and/or

Nonverbally to the receiver

THE RECEIVER

To **receive** a message, you:

Interpret the sender's message

and

Provide **feedback** to the sender

PRACTICING COMMUNICATION TECHNIQUES

OBJECTIVES:

Practice communication techniques.
Analyze communication techniques and determine effective methods of communicating.
Read and follow directions.
Relate and communicate with others.

MATERIALS :

A jacket, sweater, or coat

INTRODUCTION:

Effective communication is important at school, home, and on the job.

DIRECTIONS:

1. Divide the class into groups of four or five.
2. Have each group write, in as few steps as possible, the procedure for putting on and fastening a jacket, sweater, or coat. The directions must be very clear because the individual putting on the garment must follow them precisely.
3. When the directions are written, have one person from each group read the directions and have another student put on the garment according to the directions. No visual clues may be given, and the student must not deviate from the directions as read.
4. Have the students analyze positive methods of communication before moving to the next group's presentation.

EVALUATION:

1. Have the students make two lists on the board: one that gives effective examples of communication, and one that gives ineffective communication techniques from the class activity. Discuss why the communication techniques were effective or ineffective.
2. Write or discuss information that should be included when using effective communication techniques.
3. Make a list of work and home situations in which using effective communication techniques is essential.

FHA-HERO:

Select a state proficiency event. Read through the directions. Discuss the importance of effective communication when competing in proficiency events.

TEACHER NOTES:

Emphasize the importance of effective communication from the sender's as well as from the receiver's standpoint.

STATE GOALS:

LA2-8,10,12-B2; LA2-8-C2; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F3; LA2-8,10-F2; LA2-10-B3; LA3-8,10,12-B1; LA4-8-A1; LA4-10,12-E1; LA6-8-C2; LA6-8-C1; SS5-8-C1.

USING COMMUNICATION AS A BASIS FOR RELATIONSHIPS

OBJECTIVES:

Determine ways in which communication plays a part in social, family, and work relationships.
Identify how communication enhances relationships.
Explain ways in which the decision-making process is used in relationships.
Read and follow directions.

MATERIALS:

One copy of **Communicating With One Another** worksheet for each student or group of students

INTRODUCTION:

Communication is the process by which you initiate, develop, and maintain relationships at school, home, and on the job. Using the decision-making process in communication can aid in constructive problem solving of conflicts which interfere with or damage a relationship.

DIRECTIONS:

1. Distribute a copy of the worksheet to each student or divide the class into groups and distribute a copy to each group.
2. Have students follow directions on worksheet.
3. Have students write a paragraph identifying commonalities.
4. Discuss students' paragraphs to determine whether the objectives of the activity were met.

EVALUATION:

Accomplished in numbers two and three above.

FHA-HERO:

Use positive communication with the members and officers to build relationships.

TEACHER NOTES:

If students need help remembering the steps in decision-making, distribute copies of the **Decision-Making Process** worksheet (located at the beginning of **LIFE** Activities). It may be necessary to ask questions to help students look for commonalities in the situations. Follow-up discussion is important to help students complete the objectives.

STATE GOALS:

SS5-8,10-A1; SS5-8-E1; SS5-8-J2; SS5-10-E1; SS5-8,10-L2; SS5-12-C1; LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-G1; LA3-8,10,12-B1; LA3-8,10,12-E1; LA3-8,10,12-C1; LA6-10-C1; LA6-10-C2.

COMMUNICATING WITH ONE ANOTHER

WORKSHEET

DIRECTIONS: Read the three situations below. Determine how the decision-making process was used. What do all three have in common? Write one paragraph to identify commonalities.

Situation 1

John and Susan are brother and sister. They are trying to decide what to buy for their parents' twentieth wedding anniversary. Susan suggests that they give their parents a gift certificate to their favorite restaurant. John thinks that is too ordinary and prefers giving them a new clock radio. They discuss several options and decide to check prices before making a decision. They discover that many of their ideas are too costly and decide to surprise their parents by doing the laundry, washing the car, cleaning the house, and sending their parents out for a date. As they are washing the car together, John says, "I think Mom and Dad were happy that we sent them off on a date. It has been fun working this out together."

Situation 2

Bill works at the local fast-food restaurant. At the end of the shift, everyone is in a hurry to go home, but no one can leave until the entire place is clean. Bill suggests to the group that they brainstorm some ideas for getting the cleanup done faster. They come up with several ideas and discuss them. Finally, as they work in teams, they decide to remind each other to clean up some areas after closing to complete the tasks more quickly.

Situation 3

Bob and Jan have been going out together. Since they do not have enough money to go to the movies as often as they would like, they discuss some optional activities. As they come up with ideas, they discover they have a lot in common. At first, Bob felt a little cheap when he told Jan that he didn't have as much money as he would like. She made him feel at ease. After weighing some of the options, they decide to rent a movie and stay home.

MAINTAINING FRIENDSHIPS

OBJECTIVES:

Identify qualities that help to maintain a friendship.
Relate and communicate with others.

MATERIALS:

Newsprint
Colored markers
Masking tape

INTRODUCTION:

Friendships require understanding each other. Some qualities such as being dependable, considerate, and a good listener help to maintain friendships.

DIRECTIONS:

1. Review content in the outline.
2. Divide the class into groups of four or five.
3. Have each group select a leader to conduct the small group discussion and a recorder to list the group's responses on the newsprint.
4. Have the recorder list on the top of the newsprint, **Ways To Maintain A Friendship Include . . . .**
5. Allow time for students to brainstorm, record, and discuss qualities that are necessary to maintain friendships.
6. Have each group circle their three best ideas to share with the entire class.
7. As each group leader shares, encourage the students from other groups to contribute additional examples.

EVALUATION:

Have each student assume the role of an advice columnist and write a response to the following: "I try so hard to make friends, but it seems I do not know how to maintain a friendship. What should I do?"

FHA-HERO:

Promote consideration, dependability, loyalty, and good listening skills through projects. Encourage students to show sensitivity to each other through committee work. Take time to discuss friendship development as a valuable part of the organization.

TEACHER NOTES:

Examples, other than those in the outline, are acceptable. Encourage students to express how they want to be treated as a friend.

STATE GOALS:

SS5-8,10-E1; SS5-10-E3; SS5-10-E4; SS5-8,10-L2; PDH2-8-K4; PDH2-10,12-M1; PDH2-12-Q3; PDH2-12-K1; PDH2-12-K2; LA4-8-A1; LA4-8,10-C2; LA4-8-D2; LA4-8,10,12-E1; LA6-10-C1; LA6-10-C2.

DISTINGUISHING BETWEEN NEEDS AND WANTS

OBJECTIVES:

Compare the differences between a need and a want.
Read and follow directions.

MATERIALS:

One copy of **Needs and Wants Worksheet** for each student

INTRODUCTION:

Each of us has many needs and wants. Our purpose is to compare the difference between a need and a want.

DIRECTIONS:

Follow the instructions on the worksheet.

EVALUATION:

Use questions at the bottom of the worksheet.

FHA-HERO:

Determine the needs and wants of the organization when planning activities.

TEACHER NOTES:

Use the questions as a basis for class discussion. Discuss variations. For example, a phone may be a need but a private phone may be a want.

STATE GOALS:

LA1-8-G1; BPS1-8-B1; SS3-8-E2; SS5-8-A2.

NEEDS AND WANTS WORKSHEET

Directions: Place an "N" before each item that is a **need**.
Place a "W" before each item that is a **want** in the next three months.

___ a car ___

___ a pet ___

___ a CD player ___

___ french fries ___

___ gold jewelry ___

___ a private phone ___

___ laundry facilities ___

___ money to buy gifts ___

___ breads and cereals ___

___ a personal computer ___

___ money to buy lunches ___

___ tickets for sports events or concerts ___

___ fresh fruits and vegetables ___

___ milk ___

___ medicine ___

___ soft drinks ___

___ a toothbrush ___

___ a coat or jacket ___

___ drinking water ___

___ school supplies ___

___ someone to talk to ___

___ meat, cheese, eggs ___

___ vitamin supplements ___

___ brand name clothing ___

___ someone to care about you ___

___ money to pay for utilities ___

Directions: Project what your life will be like when you graduate from high school.
Place an "N" after each item that would be a **need** after graduation.
Place a "W" after each item that would be a **want** after graduation.

Evaluation: Write answers to these questions on a separate piece of paper.

1. What are the differences between the needs and wants?
2. Examine current needs and wants and those anticipated after graduation.
   a. Why are some of them the same?
   b. Why are some of them different?

RECOGNIZING YOUR RESOURCES

OBJECTIVES:

Determine available types of resources.
Identify ways in which resources are used, wasted, and conserved.
Relate to and communicate with others.

MATERIALS:

One blank sheet of paper for each student
One straight pin for each student

INTRODUCTION:

Each of us use, waste, and conserve our personal, natural, and material resources. Being able to recognize and use resources effectively will influence the quality of life.

DIRECTIONS:

1. Create a resource tag for each student by writing the following on separate pieces of paper: air, water, food, natural energy, time, money, oneself, possessions, friends, school, businesses, and community.
2. Pin a resource tag on each student's back.
3. Have students circulate around the room and ask questions of another student until each determines the resource written on their tag.
4. As each student determines the resource on the tag, transfer it to the front of the student.
5. Ask students to identify what the names on the tags have in common.
6. Encourage discussion among the students to categorize themselves into three groups—natural, personal, and material resources.
7. Have each group discuss how individuals:
   a. use each resource on a daily basis
   b. waste resources
   c. conserve resources
   d. predict what the availability of each resource will be in twenty years
8. Have each group summarize the discussion and report to the class.

EVALUATION:

Place all the tags in a container. Have each student draw a tag and write how that resource is used, wasted, and conserved.

FHA-HERO:

Plan recycling projects within the school to conserve natural resources.

TEACHER NOTES:

Inform students that they will summarize the activity using another student's tag. Discuss what happens when individuals or groups overuse or underuse the resources.

STATE GOALS:

BPS1-10-G1; BPS1-10-I3; BPS1-12-E1; BPS1-12-E2; BPS2-8-B3; BPS2-8-B4; BPS2-8-C1; BPS2-8-C2; BPS2-8-C3; BPS2-8-E1; BPS2-8-G2; BPS2-10-A1; BPS2-10-H4; BPS2-12-B1; BPS2-12-B2; PDH3-8,10,12-L1; PDH3-8,10-L2; PDH3-8-L3; PDH3-10-M2; PDH5-8-B1; PDH5-8-B2; LA2-8-C2; LA2-8,10-F2; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; SS4-10-I1.

LIFE
Management
I E2

MANAGING TIME

OBJECTIVES:

Arrange tasks according to importance.
Form a plan to accomplish tasks.
Read and follow directions.

MATERIALS:

One copy of the **Time Management** worksheet for each student

INTRODUCTION:

Sometimes it seems there is not enough time to do everything. In order to manage our time, it is necessary to arrange tasks or activities according to their importance. Developing a plan makes it easier to accomplish several tasks without feeling frustrated.

DIRECTIONS:

1. After reading the story on the **Time Management** worksheet, do the following:
   - arrange the tasks according to their importance on Part 2.
   - form a plan by arranging the tasks into a time schedule on Part 3.
2. Discuss why it is helpful to arrange tasks according to importance.
3. Compare completed worksheets to identify various ways to manage time.

EVALUATION:

Complete the following:

1. List all the tasks you must perform tomorrow, from the time you get up until you go to bed.
2. Number the tasks in the order that you will accomplish them. Begin with number one being the most important.
3. Draw a plan like the example in Number 3 on the worksheet to schedule activities into time slots.

FHA-HERO:

Provide the leaders of the organization with planning sheets to help them plan time realistically for themselves and the organization.

TEACHER NOTES:

Use examples such as writing important activities on a calendar to help students recognize alternative planning methods. Involve students in planning time for other activities in order to practice time management skills each day. Discuss how time management skills used in the classroom can be generalized to apply to home, school, and future work activities.

STATE GOALS:

M7-8,10,12-E1; M7-8,10-E3; M7-8,10-E4; M7-8,10-G2; M7-8,10-E5; M7-8,10-E6; M7-8,10,12-G1; M7-12-H1; M1-8-H2; LA1-8,10,12-A1; LA1-8,10,12-A3; LA1-8,10,12-G1; LA3-8,10,12-B1; LA4-8, C2; LA4-8-D1; LA4-8-D4.

TIME MANAGEMENT

WORKSHEET

1. STORY

A teenager is planning to shop at the mall on Saturday to purchase a birthday present for a party that evening and to exchange a sweater. Stamps need to be bought at the post office which is within walking distance of the mall. The post office closes at noon on Saturday. A jacket to be worn to the party needs to be taken to the cleaners. In order to have one-hour service, the jacket must be in before 11 a.m. The dry cleaners is located within two blocks from home and on the same street as the bus route. The family car is in the shop; therefore, the bus system must be used. The bus stops every hour on the hour until 6 p.m.

In addition to these errands, other activities that need to be accomplished during the day include: straightening your room, reading ten pages for an assignment, washing and drying your hair, wrapping the birthday present, and getting ready for the party.

The birthday party begins at 7:30 p.m., and a friend will provide a ride at 7:00 p.m.

2. PRIORITIZE TAKS

Arrange the tasks below in the order that you would accomplish each by placing the numbers 1-13 in front of the tasks. Number 1 should represent the first task to be performed and 13, the last. If you are dovetailing, use the same number for the combined tasks.

_________ Straighten room

_________ Stop at cleaners

_________ Go to post office

_________ Wash and dry hair

_________ Get ready for party

_________ Take bus to mall

_________ Exchange sweater

_________ Read assignment

_________ Pick up drycleaning

_________ Take bus home

_________ Leave for party

_________ Buy birthday gift

_________ Wrap birthday gift

3. FORM A PLAN

8 a.m. ______________________________

9 a.m. ______________________________

10 a.m. ______________________________

11 a.m. ______________________________

Noon ______________________________

1 p.m. ______________________________

2 p.m. ______________________________

3 p.m. ______________________________

4 p.m. ______________________________

5 p.m. ______________________________

6 p.m. ______________________________

7 p.m. ______________________________

7:30 p.m. **Birthday Party Begins**

MANAGING OURSELVES TO BECOME SELF-SUFFICIENT

OBJECTIVES:

Determine ways in which we manage ourselves.
Read and follow directions.
Demonstrate responsibility for carrying out activities.

MATERIALS:

One copy of **Managing Self** worksheet for each student or group

INTRODUCTION:

Values serve as guides for your actions and assist when distinguishing right from wrong. Recognizing your values makes it easier to say "Yes" or "No" and to perceive that peers are an influence. All these ideas are a part of managing yourself, which helps you to adapt to changing situations.

DIRECTIONS:

1. Briefly discuss why self-management is important.
2. Divide students into groups or have them work individually.
3. Distribute worksheet to each student or group.
4. Discuss and use examples to help the students understand the worksheet.
5. Allow students time to complete the worksheet.

EVALUATION:

Compare the information written on the right and the left sides of the page. Write a paragraph to answer these questions:

1. Are the answers similar? If so, why?
2. Why is it important to be able to manage yourself with friends?
3. Why is it important to be able to manage yourself in your future job?

FHA-HERO:

Use the examples of self-management as a basis for officer training. Discuss how this information helps an individual to become a leader.

TEACHER NOTES:

Encourage students to discuss ways in which self-management is learned through successful and unsuccessful experiences.

STATE GOALS:

M7-8,10,12-E1; M7-8,10-E4; M7-8,10-E5; M7-8,10-E6; SS5-8-A2; SS3-8,12-D1; SS3-12-H1; SS5-8-J2; PDH2-8-K3; PDH2-10-K6; PDH2-12-A1; PDH6-10-J1; LA1-8,10,12-A2; LA1-8,10,12-G1; LA1-8-B2; LA2-8-D1; LA2-8-D2; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1.

MANAGING SELF

WORKSHEET

Directions:
Read the examples of self-management found in the center. On the left, write an example of how you manage yourself with your friends. On the right, list how you plan to manage yourself in a future job.

	Use your values as guidelines for actions (transferring beliefs into actions).	
	Distinguish right from wrong.	
	Recognize influences of self-concept, peers, experiences, and family.	
	Say "yes" or "no" when appropriate.	
	Adapt to changing situations.	
	Employ knowledge and common sense to situations and problems.	

TRACING OUR ROOTS

OBJECTIVES:

Identify hereditary and learned traits.
Describe the interaction of hereditary and learned traits.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of the **Correlating Your Traits** drawing sheet for each student.

INTRODUCTION:

Our roots or foundation are formed through hereditary and learned traits; in other words, each of us is formed by nature and developed by nurture. Nature and nurture work together to make each of us unique.

DIRECTIONS:

1. Discuss hereditary (nature) and learned (nurture) traits.
2. Allow time for the students to draw their hereditary and learned traits.
3. Explain why it is important to understand hereditary and learned traits.
4. Discuss or write answers to the evaluation questions on the drawing sheet.

EVALUATION:

Completed in #3 above.

FHA-HERO:

Stress nurture as one of the values of FHA-HERO membership.

TEACHER NOTES:

Drawing may serve as a substitute method of expressing ideas for students who find writing or speaking difficult.

STATE GOALS:

SS3-12-C1; SS3-12-D1; SS3-12-O2; SS3-12-H1; SS5-10-E1; BPS1-12-A1.

CORRELATING YOUR TRAITS

Drawing Sheet

Directions:
Use descriptive words and/or draw and label what you feel are your hereditary and learned traits.

Hereditary Traits	Learned Traits

Evaluation:

1. Describe how your inherited characteristics and environmental traits correlate.
2. Think of yourself as a future parent. What hereditary traits will you give your child? What traits will your child learn from you?

LIFE
Nurturing
I B 2

RECOGNIZING THE CHANGING FAMILY STRUCTURE

OBJECTIVES:

Identify role changes that occur in a family due to birth, marriage, divorce, remarriage, and death. Relate to and communicate with others.

MATERIALS:

One copy each of the **Scenario A and B** sheets
Three balls of different colored yarn
Seven 8 1/2 x 11 sheets of paper
Seven markers
Seven pins

INTRODUCTION:

Families change. As changes occur, roles are added or deleted.

DIRECTIONS:

1. Assign each of the characters for

Scenario A

Jason	Husband
Linda	Wife
Doug	Child

Scenario B

Jack	Divorced single parent
Bob	Jack's teenage son
Beth	Jack's teenage daughter
John	Beth's best friend

(Plus Linda and Doug from **Scenario A**)

2. Have each character write his or her name on the top of the 8 1/2 x 11 sheet of paper. List his or her role under the character's name.
3. Pin paper on as a name tag.
4. Read Scenario A. Have characters follow the instructions as indicated in the scenario.
5. Discuss the questions following the scenario.
6. Repeat #s 1-5 for Scenario B.

EVALUATION:

Included on the **Scenario** sheets.

FHA-HERO:

Develop and present a program to elementary students to help them understand what occurs when family structures change.

TEACHER NOTES:

Allow time for students to think and discuss what happens within the family as the structure changes. It will take time to connect the yarns with all the characters to show all the possible family relationships.

STATE GOALS:

LA2-8,10,12-D1; LA2-8,10-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA2-10,12-B1; LA2-8,10,12-B2; LA2-10-B3; LA4-8-A1; LA4-8-D2; LA4-10-B5; SS3-12-D2; SS5-8,12-C1; SS5-8-E2; SS5-10-E3; SS5-10-E4; SS5-10-M3.

SCENARIO A

Characters:	Jason	husband
	Linda	wife
	Doug	child

Linda and Jason represent one type of family, a married couple without children. Have Jason hold a ball of yarn and give the end of the yarn to Linda. Your yarn shows a relationship. Eight years later, Doug is born. Unroll the yarn to connect Linda, Jason, and Doug. Your yarn connections represent a traditional family. To help us remember changes in the family, we will add additional roles to each name tag. For example, Linda becomes a parent and a mother. (Pause to add roles to the name tags.) When Doug is two years old, his father dies. Drop the yarn between Doug and Jason to illustrate another family form, a single parent family. Write on Linda's name tag, single parent, to represent her new role. (Allow time for discussion.)

After reading SCENARIO A, answer the following questions.

1. What type of families were included in the scenario?
2. What was family life like for the couple without children?
3. When a child was born, what changes occurred in the family?
4. What are some of the changes that happen when a person becomes a single parent?

SCENARIO B

Characters:

Linda	single parent
Doug	continues as son
Jack	divorced single parent
Bob	Jack's teenage son
Beth	Jack's teenage daughter
John	Beth's best friend

- Linda and Doug continue to stand connected by the yarn to show a single parent family.
- Linda begins to date Jack.
- Jack has been married and divorced and is currently living alone. He represents a single person household. We will illustrate this type of family by giving Jack one ball of yarn.
- Beth, Jack's teenage daughter, lives with her best friend John. We'll connect these two individuals with another ball of yarn to represent a nonfamily household, which means two unrelated people living together. Use Beth's yarn ball to connect her with her brother and father to illustrate a family, although they are not living in the same house.
- Linda and Jack decide to marry. Use Jack and Linda's yarn ball to represent this new marriage.
- John moves out on Beth (drop their yarn), and she and Bob decide to move home with Linda and Jack, thus creating another type of family called a blended family.
- Use all the yarn balls to show all the possible relationships within a blended family. Write new roles on the name tags. For example, Beth and Bob became Linda's stepchildren. Doug, Beth, and Bob became stepbrothers and stepsister.

After reading SCENARIO B, answer the following questions.

1. How many types of families were included in this scenario?
2. What changes occur when a single parent begins to date?
3. What changes happened within the family when it became a blended family?

DEFINING NURTURING/CAREGIVING/PARENTING

OBJECTIVES:

Determine who provides nurturing, caregiving, and parenting for individuals.
Identify ways teenagers parent, nurture, and care for others.
Follow directions.

MATERIALS:

One copy of the **Nurturing/Caregiving/Parenting** worksheet for each student

INTRODUCTION:

Two of an individual's basic needs are to be loved and wanted. These needs are provided by those who parent, nurture, and give care to us. There are times, however, when we, ourselves, can parent, nurture, and give care to others.

DIRECTIONS:

1. Review the worksheet. (Some words may need to be defined.)
2. Allow time to complete the worksheet.

EVALUATION:

List three ways in which you would parent, nurture, and give care to others in these settings:

a. home
b. school
c. work (If you are not working, how do you anticipate nurturing/caregiving/parenting in the future?)

FHA-HERO:

Use these examples as a basis for establishing working relationships with committees, officers, and members.

TEACHER NOTES:

Select some of the examples and role play how nurturing/caregiving/parenting are the same or different due to the age of the individuals involved or the setting.

STATE GOALS:

SS3-8-D1; SS3-10-E2; SS5-8-E2; PDH1-12-F3; PDH2-8-K1; PDH2-12-K1; PDH2-12-K2

NURTURING/CAREGIVING/PARENTING WORKSHEET

Directions: Examples of parenting, nurturing, and caregiving are listed on the left. Place a check mark (✓) under the individual or individuals who you feel parent, nurture, or care for you.

	Parent	Friend	Sibling	Grandparent	Teacher	Employer
1. Shares ideas and thoughts with you	___	___	___	___	___	___
2. Provides basic needs: food clothing shelter	___	___	___	___	___	___
3. Has concern for your safety and security	___	___	___	___	___	___
4. Offers financial support	___	___	___	___	___	___
5. Communicates values and goals	___	___	___	___	___	___
6. Encourages independence	___	___	___	___	___	___
7. Teaches how to get along with others	___	___	___	___	___	___
8. Sets rules for behavior and activities	___	___	___	___	___	___
9. Practices giving and taking	___	___	___	___	___	___
10. Gives physical and emotional support	___	___	___	___	___	___
11. Accepts your interests and accomplishments	___	___	___	___	___	___

A. Read numbers 1, 5, 9, 10, 11. In the space beside each number below, list how you parent, nurture, or care for another person.

1. ______________________________

____

____

5. ______________________________

____

____

9. ______________________________

____

____

10. ______________________________

____

____

11. ______________________________

____

____

B. Circle examples on the previous page that you feel you *do not* do for another person.

C. Place a "**P**" after the examples that you currently practice with your parent(s).

D. Place an "**A**" after the examples that you would do as an adult.

E. Place a "**W**" after the examples that you would do as a worker on the job.

DISTINGUISHING PARENTING CONCERNS

OBJECTIVES:

Recognize concerns parents experience.
Relate to and communicate with others.

MATERIALS:

One copy of the **Pretending You Are A Parent** situations sheet
Chalkboard

INTRODUCTION:

Being the parent of a teenager may be a challenge. To understand the concerns of parents, it is helpful to think like one. Playing the role of a parent promotes understanding and encourages empathy.

DIRECTIONS:

1. Cut **Pretending You Are A Parent** situations apart.
2. Take turns drawing situation cards and reading to the class.
3. List the concerns of a parent on the chalkboard as the questions are answered through class discussion.
4. After all the situations have been discussed, examine the list.
    a. Place a "C" before each item that is a concern for the child. Place a "P" if the item is a personal concern for the parent.
    b. Would the list of concerns be the same or different for the parent of an infant, preschool, school-age, young adult, or handicapped child?
    c. Do single parents have the same or different concerns?

EVALUATION:

Draw conclusions from the class activity by completing the following:

1. Parents have concerns for themselves and their children because . . .
2. I feel my parents major concerns are . . .
3. If I become a parent, I will be concerned about. . .

FHA-HERO:

Invite a panel of parents to the class or chapter to discuss the concerns of parents.

TEACHER NOTES:

Collect newspaper or magazine articles that deal with the concerns of parents. Use as a basis for class discussion.

STATE GOALS:

LA1-8,10,12-D1; LA1-8,10,12-G1; LA2-8,10,12-B1; LA2-8-C2; LA2-8,10-D1; LA2-8-D2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; LA4-8-A1; LA4-8,12-D1; LA4-8-D2; LA6-8,10-C2; LA6-10-C1; PDH2-8-K3; PDH2-8,10-I1.

PRETENDING YOU ARE A PARENT

SITUATION SHEET

✂ Cut Apart

When you come home from work your teenager comes out of the bedroom with a person of the opposite sex. As a parent, what are your concerns?

Your teenager does not take grades seriously and is not interested in school activities. As a parent, why should this concern you?

As a parent, you are going through a divorce. What are some of your concerns?

As a parent, you feel tired most of the time because of an illness. What are your concerns about yourself and your teenage child?

The company you work for is going out of business, and you will lose your job. As a parent, what are your concerns?

Your teenager is in school, and you are responsible for your elderly parents who are living in a nursing home. What are your concerns regarding your children? What are your concerns regarding your parents?

Your teenager prefers to work after school and every weekend. As a parent, why would this be a concern?

Your teenager's friends have different values than you do. They drink, stay out late, and drive fast. As a parent, why are you concerned?

Your teenager comes home two hours after curfew. As a parent, what goes through your mind?

As a parent, you do not have enough money to do everything your teenager wants to do. Why is this a concern?

Your teenager plans to attend a party. You suspect drugs will be available. As a parent, why would you be concerned?

PRETENDING YOU ARE A PARENT

SITUATION SHEET

✂ Cut Apart

IDENTIFYING NURTURING SKILLS

OBJECTIVES:

Identify and define skills needed for nurturing.
Apply nurturing skills to school, home, and work settings.
Identify where to locate and how to use information.

MATERIALS:

One copy of the **Applying Nurturing Skills** worksheet for each student or group of students

INTRODUCTION:

It is efficient to use the same skill in more than one situation. Similar skills are used to parent, nurture, and give care to individuals of all ages.

DIRECTIONS:

1. Define the terms on the worksheet. Have students give examples of each.
2. Discuss why these skills serve as a basis for nurturing.
3. Have the students work individually or in groups to determine how each skill is used at school, home, and work by writing examples of the skills in the spaces provided on the worksheet.

EVALUATION:

Write answers to the following:

1. Explain how consistency, balance, sense of humor, flexibility, motivation, and self-control serve as a basis for nurturing.
2. Select one of the terms from above and give an example of ways in which that term may be applied to babysitting, parenting a child, and relating to your parents.

FHA-HERO:

Practice being a role model by demonstrating nurturing skills. Encourage the officers and members to practice these skills in meetings.

TEACHER NOTES:

Take time to discuss the application of information to various settings because students may not feel comfortable using the information in more than one way.

STATE GOALS:

SS5-8-B2; SS5-8-J1; SS5-8-J2; PDH2-12-K1; PDH6-10-J1; LA1-8,10,12-A1; LA1-8,10,12-G1; LA2-8-B2; LA2-8-D1; LA2-10-B3; LA2-10,12-B1; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; LA6-10-C1.

APPLYING NURTURING SKILLS

WORKSHEET

Directions: Listed below are some of the skills necessary for nurturing. The same skill may be used in a variety of settings. In the spaces below, write one example to explain how each skill is used at school, home, and work.

Nuturing Skills	Application		
	School	Home	Work
Balance			
Consistency			
Sense of humor			
Flexibility			
Motivation			
Self-Control			

PRACTICING SKILLS THAT APPLY TO NURTURING

OBJECTIVES:

Demonstrate skills used in nurturing.
Transfer nurturing to school, home, and work settings.
Organize and manage human resources.

MATERIALS:

Practicing Nurturing Skills Situation Worksheets A and B
Practicing Nuturing Skills Handout (two copies per sheet are provided)

INTRODUCTION:

We are not born with nurturing skills. We learn these skills through observation and practice.

DIRECTIONS:

Before the activity, cut the Handout in half. Next, cut apart the situations on the Situations Worksheets. Make sure that there are two copies for each group of students. If you need to assign duplicate situations, try to choose situations that can be presented in a variety of ways to make it more informative to the class.

1. Discuss the **Practicing Nurturing Skills** Handout. Provide examples to help the students understand each item.
2. Divide the class into groups. Assign a Person A and Person B in each group.
3. Assign each group one situation.
4. Give each group a copy of the assigned situation.
5. Allow students time to read and practice the situations.
6. Have each group perform their situation in front of the class.

EVALUATION:

Use the "Nurturing Skills to be practiced" section of the Handout. Have each student give an oral or written example of ways in which each skill can be used at school, home, and work.

FHA-HERO:

Apply the skills to projects such as adopting a grandparent at a retirement center or nursing home, communicating with young children, or developing job skills.

TEACHER NOTES:

Video or audio tape students and play back for further discussion. Discuss how these skills can improve relationships with an individual's friends or parents. Give illustrations of how these skills may be used as preventative measures for child abuse. These are foundation skills necessary for future parenting. Practice these skills on a continuous basis to develop the student's competence.

STATE GOALS:

LA2-8,10-D2; LA2-8,10,12-F1; LA2-8,10-F4; LA2-10,12-B1; LA2-10-D2; LA2-12-D1; LA4-8-A; LA4-8,12-D1; LA4-8,10-D2; LA4-8-D3; LA4-8,10,12-E1; LA4-8,12-E2; LA4-8,10-E5; LA4-12-E3; LA6-10-C1; LA6-10-C2; PDH6,10-J1; SS5-8-B2; SS5-8,10-E1; SS5-10-E2; SS5-8,10-J1.

PRACTICING NURTURING SKILLS

SITUATION WORKSHEET A

✂ Cut Apart

Person A Think for a moment. Identify something good about Person B. Present your thoughts in the form of a compliment to Person B.

Person B Return a compliment to Person A.

Person A Pretend that Person B has made you angry because he or she promised to turn in a paper for you and didn't. As a result, you received an F. Express your frustration constructively by sending an "I" message. Example: "I feel very upset because you did not turn in my paper as you promised."

Person B Practice sending an "I" message to Person A using the same situation.

Person A Share a situation with Person B that made you very angry.

Person B Send Person A an "I" message that could have been used in the situation.

Person A Read this line to Person B. "You look terrible today. Why don't you dress better and comb you hair for a change?"

Person B Think for a moment. Give Person A a better example of a greeting that shows that you have thought before talking.

PRACTICING NURTURING SKILLS

SITUATION WORKSHEET B

✂ Cut Apart

Person A Your friend is doing homework, and you recognize that it is not being done the way the teacher assigned. Give your friend constructive criticism to improve the homework.

Person B Your friend is taking care of the neighbor's dog. The dog is not being walked daily and not being fed properly. Give your friend constructive criticism to accept the responsibility of caring for the pet.

Person A Read these two statements to Person B:

1. "You can do whatever you like on the book report."
2. "Your book report will include a summary of Chapter One. It is due at the beginning of the hour on Tuesday. It must be one typed page."

Ask Person B the following questions:

- Which statement illustrates assertive discipline? (Allow Person B to respond)
- Why is assertive discipline important for the assignment given? (Allow Person B to respnd)
- How does assertive discipline help the person receiving the assignment? (Allow Person B to respond)

Person B Respond to Person A's questions.

Person A Use an example of assertive discipline to ask Person B to do a very unpleasant task for you.

Practice assertive discipline by asking Person A to do a very unpleasant task for you.

PRACTICING NURTURING SKILLS

HANDOUT

Nurturing skills to be practiced:

- Giving sincere compliments
- Sending "I" messages
- Providing constructive criticism
- Thinking before speaking
- Listening attentively
- Using assertive discipline

Directions: Read your situation. Practice nurturing skills by performing the situation in front of the class.

PRACTICING NURTURING SKILLS

HANDOUT

Nurturing skills to be practiced:

- Giving sincere compliments
- Sending "I" messages
- Providing constructive criticism
- Thinking before speaking
- Listening attentively
- Using assertive discipline

Directions: Read your situation. Practice nurturing skills by performing the situation in front of the class.

RECOGNIZING THE INTERACTION OF THE PHYSICAL, EMOTIONAL, AND SOCIAL DIMENSIONS UPON LIFE

OBJECTIVES:

Categorize terms that define the social, emotional, and physical dimensions of life.
Explain how the social, emotional, and physical dimensions interact with each other.
Follow directions.

MATERIALS:

One copy of **Interacting Physical, Emotional, And Social Dimensions** worksheet for each student

INTRODUCTION:

Recognizing the interaction of your social, emotional, and physical development helps you to understand yourself and others.

DIRECTIONS:

Included on worksheet.

EVALUATION:

Included on worksheet.

FHA-HERO:

In order to help students work together, each student needs to understand that our social, emotional, and physical development influences behavior and the ability to work cooperatively.

TEACHER NOTES:

After the students have completed the evaluation portion of the worksheet, discuss the differences and similarities that individuals have in their social, emotional, and physical development. Words may be categorized in more than one section in some cases.

STATE GOALS:

LA1-8,10,12-D1; LA2-8-B2; LA2-8,10,12-D1; LA2-8,10-D2; LA2-8-B3; LA3-8,10,12-B1; LA3-8,10,12-C1; BPS1-10-N2; BPS1-12-M3; PDH1-8-F6; PDH2-8-M3; PDH2-10,12-M1; SS1-8,10-D1; SS1-10,12-I1; SS3-12-H1; SS5-10-E4; SS5-10,12-K1.

INTERACTING PHYSICAL, EMOTIONAL, AND SOCIAL DIMENSIONS

WORKSHEET

Directions: The following words represent examples of physical, emotional, and social development.

Exercise
Gain or lose weight
Join a club
Express jealousy
Carry a grudge
Cry when happy or sad
Share secrets
Play an instrument
Have dates
Trust someone
Share ideas
Grow taller
Care for a person
Relate to another
Practice patience
Get a job
Have fun together
Get wisdom teeth
Develop muscles
Attract attention
Fantasize about someone
Lose baby teeth
Compete in athletics
Experience voice change

Categorize the words under the following headings.

PHYSICAL	EMOTIONAL	SOCIAL

Evaluation:

1. Examine the terms placed in the social category.
   Place an "S" in front of those most likely developed in school.
   Place an "F" in front of those most likely learned in the family.
   Place a "B" in front of those most likely learned both in the family and at school.

2. Examine the terms in the emotional section. Circle those that promote positive emotional health.

3. Examine the terms in the physical section. Number in the order that they are likely to develop as we mature, using #1 as the first to develop.

4. Draw lines connecting related words you have written to show how the social, emotional, and physical dimensions of life interrelate. Discuss the relationships.

EXPERIENCING HORMONAL CHANGES THAT INFLUENCE PHYSICAL DEVELOPMENT

OBJECTIVES:

Identify physical changes due to hormonal influences.
Recognize the order of physical development changes during the teen years.
Read and follow directions.

MATERIALS:

One copy of **The Body Clock** worksheet for each student
The Body Clock Review transparency

INTRODUCTION:

The onset of puberty is triggered by hormonal changes. These changes occur in all individuals in the same or similar order. Developmental knowledge helps diminish distress and confusion.

DIRECTIONS:

1. Complete the worksheet.
2. Refer to the worksheet as the transparency is discussed.

EVALUATION:

Pretend you are a parent of a teenager: Decide if your teen is a daughter or son. Write a letter to your daughter or son identifying physical changes which are, or will be, occurring during the teen years due to hormonal influences.

FHA-HERO:

Use the information in discussion groups. Develop ways to seek additional information and to communicate the information to others in order to survive the teen years.

TEACHER NOTES:

Check with the health and science teachers and community resources to collect additional information.

STATE GOALS:

PDH1-8-F4; PDH1-8-F5; PDH2-8-M2; BPS1-8-N2; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-B3; LA1-8,10,12-D1; LA1-8,10,12-E2; LA1-8,10,12-G1; LA2-8-B2; LA2-8-D1; LA2-8-D2; LA2-8,10-F3; LA2-12-C2; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; LA4-8-D1; LA4-8-D2.

THE BODY CLOCK

WORKSHEET

Many changes happen during puberty. Place a number in each circle to show in what order you think these changes take place.

FEMALE

○ GROWTH SPURT OCCURS—ARMS AND LEGS

○ BREASTS CHANGE

○ MENSTRUATION BEGINS

UNDERARM HAIR APPEARS ○

PUBIC HAIR APPEARS ○

MALE

○ GROWTH SPURT OCCURS—ARMS, LEGS, PENIS

○ UNDERARM HAIR APPEARS

○ TESTES AND SCROTUM GROW

○ FACIAL HAIR APPEARS

VOICE DEEPENS ○

PUBIC HAIR APPEARS ○

FIRST EJACULAITON OCCURS ○

Adapted from *In Between: A Family Life Education Curriculum For Early Adolescents*, Memphis, TN: Planned Parenthood of Memphis, 1981.
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THE BODY CLOCK REVIEW

1. While puberty is individual, all individuals go through the changes in the same or similar order.

2. Girls enter puberty between the ages of eight and twelve, and it lasts from one to three years.

3. Boys begin puberty between the ages of ten and fourteen, and it lasts from two to five years.

4. The first signs of puberty for girls are usually growth of the breasts and growth of the pubic hair.

5. The early signs of puberty for boys include growth of the testes and scrotum and growth of the pubic hair.

6. What matters most during puberty is that girls and boys understand the changes are normal.

7. Lots of people feel a little anxious or awkward about puberty.

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LIFE
Human Development
I B 6b 3)

DEVELOPING THE ABILITY TO REPRODUCE

OBJECTIVES:

Identify facts and myths related to human reproduction.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of the **Myth or Fact Statement Sheet**
One copy of the **Myth or Fact Answer Sheet**

INTRODUCTION:

Many myths are accepted about reproduction. A myth is any fictitious idea that has been accepted as fact and not questioned. Determining the difference between a myth and a fact requires an open-mind and a willingness to question misinformation.

DIRECTIONS:

1. Divide class into two teams and place them opposite each other. Assign names to each team.
2. Cut **Myth or Fact Statement Sheet** statements apart, fold pieces in half, and place in a container.
3. Have the first member of one team draw a statement and read it aloud.
4. Allow team members discussion time to determine if the statement is a myth or a fact.
5. Verify the students' answers by using the **Myth or Fact Answer Sheet**. Award a point to the team for each correct answer.
6. Discuss each of the situations to reinforce the information.
7. Repeat steps 4, 5, and 6 for each team.
8. Declare the team with the most points as the winner.

EVALUATION:

Write what you would say to your friend if your friend shared the following with you:

1. It is harmful to a male if he does not go all the way after having an erection.
2. A female cannot get pregnant before her first period, during her period, or the first time she has intercourse.
3. Most teens have sexual intercourse.

FHA-HERO:

Invite guest speakers to present information about reproduction to the group.

TEACHER NOTES:

The evaluation may be used as a pre-test. Use the **Myth or Fact Answer Sheet** as a handout.

STATE GOALS:

BPS1-10-N2;PDH1-8-F4;PDH1-8-F5;PDH1-10-F7;LA1-8,10,12-A2;LA1-8,10,12-A3; LA1-8,10,12-B3;LA1-8,10,12-E2;LA1-8,10,12-G1;LA2-8-C3;LA2-8-D1; LA2-8,10,12-F1; LA2-8,10-F2;LA2-8,10-F3;LA2-8,10-F4;LA2-10,12-B1;LA2-10,12-B2;LA2-10-E2; LA2-12-E1;LA4-8-A1;LA4-8,10-C2;LA4-8-D1.

MYTH OR FACT STATEMENT SHEET

MYTH FACT 1. Most seventeen year old teenagers have not had sexual intercourse.

MYTH FACT 2. Once a girl has had her first period, she can become pregnant.

MYTH FACT 3. Before a girl has had her first period, she can become pregnant.

MYTH FACT 4. A girl can get pregnant if she has intercourse during her period.

MYTH FACT 5. Abstinence is the only method of birth control that is 100% effective.

MYTH FACT 6. About one-third of all girls will get pregnant before they are twenty.

MYTH FACT 7. Once a boy gets really excited and gets an erection, he has to go all the way, or it will be harmful to him.

MYTH FACT 8. It is possible for a girl to get pregnant even if a boy ejaculates or "comes" near her vagina, not necessarily inside her.

MYTH FACT 9. Sperm live for only a few hours.

MYTH FACT 10. Wet dreams are a natural way for a boy's body to release sperm.

MYTH FACT 11. A girl cannot get pregnant if she has intercourse standing up.

MYTH FACT 12. The genes in the egg determine whether the child will be a boy or a girl.

MYTH FACT 13. A girl cannot get pregnant if she douches after having intercourse.

MYTH FACT 14. A girl cannot get pregnant the first time she has intercourse.

MYTH FACT 15. It is unhealthy for a girl to bathe or swim during her period.

Adapted from *Life Planning Education*, Washington, DC: Center for Population Options, 1989, pp. 166-168; and *Life Skills and Opportunities Curriculum* Volume I, Philadelphia, PA: Public/Private Ventures, 1987, PV-61, V-65. Reprinted with permission from the *Taking Charge Curriculum*, American Home Economics Association, Washington, DC, 1990.

MYTH OR FACT ANSWER SHEET

FACT 1. **Most seventeen year old teenagers have not had sexual intercourse.** Recent research indicates that 33 percent of females and 50 percent of males have had sexual intercourse by age 17. Therefore, a majority of teens choose not to have intercourse while in high school.

FACT 2. **Once a girl has had her first period, she can become pregnant.** When a girl starts having menstrual periods, it means that her reproductive organs have begun working and that she can become pregnant. It does not mean, however, that she is necessarily emotionally or financially ready to have a baby.

FACT 3. **Before a girl has had her first period, she can become pregnant.** Because a girl's ovaries release an egg before the onset of her mentrual period, it is possible for a girl to get pregnant before her first period.

FACT 4. **A girl can get pregnant if she has intercourse during her period.** Because the timing of ovulation varies, it is possible for a girl to become pregnant if she has intercourse during her period.

FACT 5. **Abstinence is the only method of birth control that is 100% effective.** The only way to be absolutely sure of avoiding pregnancy is not to have sex.

FACT 6. **About one-third of all girls will get pregnant before they are 20.** This is true if current general trends continue; it does not mean that girls cannot still avoid pregnancy if they want to.

MYTH *7.* **Once a boy gets really excited and gets an erection, he has to go all the way, or it will be harmful to him.** There is no harm in not acting on every sexual urge; semen cannot get backed up and have to be ejaculated. Occasionally a boy might feel some discomfort if he is sexually excited for an extended period fo time. This will disappear when he is able to relax.

FACT 8. **It is possible for a girl to get pregnant even if a boy ejaculates or "comes" near her vagina, not necessarily inside her.** Even if a boy ejaculates near a girl's vagina, it is still possible for sperm to find their way inside.

MYTH *9.* **Sperm can live for only a few hours.** Actually, sperm can live for up to several days.

FACT 10. **Wet dreams are a natural way for a boy's body to release sperm.** Beginning at puberty, a boy's body makes millions of sperm each day. A natural way for a boy's body to release these sperm is during a wet dream (ejaculation during sleep).

MYTH *11.* **A girl cannot get pregnant if she has intercourse standing up.** Position during intercourse does not determine whether or not a girl can get pregnant.

MYTH *12.* **The genes in the egg determine whether the child will be a boy or a girl.** It is the father's genes in the sperm cell, not the mother's genes, that determine the gender of the child.

MYTH *13.* **A girl cannot get pregnant if she douches after having intercourse.** Douching will not remove all sperm.

MYTH *14.* **A girl cannot get pregnant the first time she has intercourse.** How many times a girl has had intercourse does not determine whether or not she can get pregnant.

MYTH *15.* **It is unhealthy for a girl to bathe or swim during her period.** There is no reason that a woman needs to restrict any activity during her period. This is an old wive's tale probably from the time when men and women bathed separately in public baths.

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LEARNING ABOUT OLDER ADULTS

OBJECTIVES:

Identify changes older adults may experience.
Pantomime some of the health concerns of older adults.
Demonstrate responsibility for carrying out an activity.
Relate and communicate with others.

MATERIALS:

One copy of **Understanding Older Adults** worksheet
Any reading material with fine print
No salt soda crackers
One carmel, apple, or other food that is hard to chew
One orange
One pair of mittens
String to tie shoes together
Cup of water with food coloring

INTRODUCTION:

Acknowledging older adult concerns is a way to recognize their life situations. An understanding of these concerns leads to empathy, acceptance, and a projection of the aging process.

DIRECTIONS:

1. List these headings on the board: Health, Friendships, Sharing, and Labeling.
2. Use the following questions to gather information to be listed under each heading:
    a. What makes you healthy?
    b. In what ways are friendships necessary?
    c. How do you share concerns with others?
    d. How do you react when you are labeled?
3. Discuss whether or not the responses on the board are similar or different for older adults.
4. Cut the words and phrases apart from the top section of the **Understanding Older Adults** worksheet and distribute to students. Discuss how each may be a concern for an older adult.
5. Cut pantomimed activities apart and distribute to selected students. Have each student pantomime health concerns using the suggested props. The remainder of the class will determine what changes the older adult may be experiencing. Discuss how the older adult may deal with these life situations.

EVALUATION:

Complete the following statements:

1. Changes that older adults may experience include . . .
2. Some of the health concerns an older adult may experience include . . .

FHA-HERO:

Talk with the older adults to identify their concerns.

TEACHER NOTES:

Invite a panel of older adults to class. Use the information on the **Understanding Older Adults** worksheet to encourage them to share their experiences with the students.

STATE GOALS:

PDH1-8-F6; PDH2-8,12-H1; PDH2-8-K1; PDH2-8-K3; PDH2-8-K4; PDH2-8-N2; PDH2-8,10-M1; PDH2-8-M3; PDH2-8-F3; PDH2-12-F1; PDH2-8,10,12-Q1; PDH3-8-C2; LA2-8,10,12-B2; LA2-8,10,12-D1; LA2-8,10-D2; LA2-8,10,12-F3; LA2-8,10-F4; LA2-10-D3; LA2-12-B1; LA3-8,10,12-B1; LA3-8,10,12-E1; LA4-8-A1; LA4-8-D3; LA4-10-D2; LA6-10-C1; SS3-8-E2; SS4-8-I1; SS5-8-A2; SS5-8,10-E1; SS5-8-E2; SS5-10-L1; SS5-8-K3.

UNDERSTANDING OLDER ADULTS

✂ Cut Apart

For Discussion

- Undergoing physical changes
- Relating to grand and great-grand children
- Slowing down of mental activity
- Adjusting to retirement
- Maintaining your home
- Taking care of the house and car
- Managing time
- Losing loved ones to death
- Associating with family members
- Spending and saving money

✂ Cut Apart

For Pantomime

1. Read aloud a paragraph from an unfamiliar source holding it at arm's length and closing one eye. (Pretend you have a sight problem.)
2. Softly whisper several sentences into another person's ear; have that person report what he or she heard. (Pretend that person has a hearing problem.)
3. Tie a shoe, peel an orange, or button a shirt wearing mittens. (Pretend you have an arthritic problem.)
4. Eat a cracker without salt, and drink a cup of colored water. (Pretend your taste buds no longer detect flavors.)
5. Try to eat a carmel or raw apple without chewing. (Pretend you have denture problems and cannot chew.)
6. Get to a ringing telephone by the third ring with shoes tied together. (Pretend your reaction time is slow, and you are beginning to lose agility.)

EXPLORING EMOTIONS

OBJECTIVES:

Identify basic emotions.
Determine how emotions and basic needs influence behavior.
Relate to and communicate with others.

MATERIALS:

One copy of the **Feelings and Attitudes** worksheet for each student
Emotions transparency
Basic Needs for Emotional Growth transparency

INTRODUCTION:

Everyone experiences emotions. Emotions are handled in different ways. An awareness of an individual's emotional strengths and weaknesses can lead to developing a positive self-image.

DIRECTIONS:

1. Complete the worksheet.
2. Review the list on **Emotions** transparency.
3. Correlate each transparency with the worksheet by discussing each item to determine the following:
   a. Emotion(s) that influenced the behavior (e.g., The emotional influence in number one is jealousy).
   b. Basic needs necessary for emotional growth (e.g., The basic need met in number one is companionship).

EVALUATION:

1. Have the students select one item from the worksheet.
2. Apply the decision-making process by writing answers to the following:
   a. Define the problem. Which emotion is evident?
   b. Gather information. What other emotions are present? List the reasons for the emotions. (It may be helpful to project the **Basic Needs for Emotional Growth** transparency to assist the students.)
   c. Weigh alternatives. What are some possible ways to handle each of the emotions? List the consequences of each alternative.
   d. Make decision. Select a positive method to express the emotion to yourself and others.
   e. Evaluate the decision. Was the decision satisfactory? Does the decision consider your feelings and others? Would you accept the consequences of the decision?

FHA-HERO:

Use the **Basic Needs for Emotional Growth** transparency to discuss how the organization helps the members to develop emotionally.

TEACHER NOTES:

To enhance further emotional development, use the **Emotions** transparency to discuss the positive and negative aspect of each.

STATE GOALS:

SS3-12-G1; SS5-8,10-E1; SS5-8,10,12-L1; SS5-8,12-C1; LA2-8,10,12-B2; LA2-8-C2; LA2-8,10,12-D1; LA2-8-E3; LA2-8,10-F2; LA2-10,12-B1; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; PDH2-8,10,12-K1; PDH2-12-K2; PDH2-8-K4; PDH2-8,10-M3; PDH2-10,12-M1; PDH2-8-E1.

FEELINGS AND ATTITUDES

WORKSHEET

DIRECTIONS: Check the appropriate box that best represents your feelings and attitudes.

	YES	SOMETIMES	NO
1. Do you resent it when one of your friends is friendly to someone else?			
2. Do you make friends easily?			
3. Do you try to control your temper?			
4. Do you compliment others on their success?			
5. Do you try to "give" excuses when you make a mistake?			
6. Can you laugh at yourself when you make mistakes?			
7. Are you courteous to members of your family?			
8. Do you take time to listen to others?			
9. Are you easily embarrassed by expressions of emotion?			
10. Do you lose sleep over problems?			
11. Do you share your troubles with your friends?			
12. Are you reliable when you make promises?			
13. Are you tolerant of differences in others?			
14. Are you rude in order to be funny?			
15. Do you share your possessions with others?			
16. Do you "create" imaginary problems before they occur?			
17. Do you trust others?			

EMOTIONS

Love

Joy and happiness

Fear and Anger

Shyness

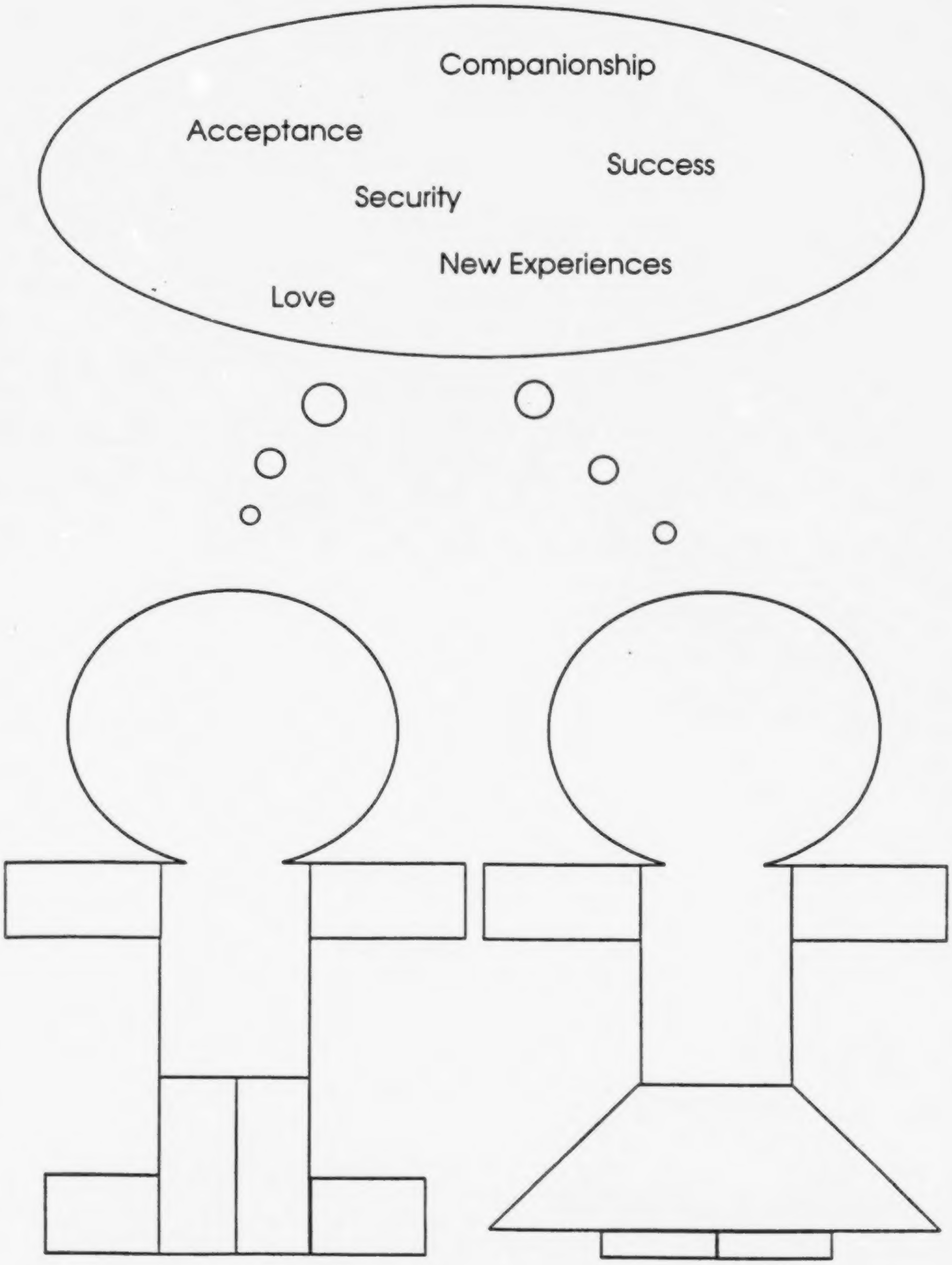
Jealousy

Worry and Anxiety

Frustration

Sadness, sorrow, and grief

BASIC NEEDS FOR EMOTIONAL GROWTH


Companionship
Acceptance
Success
Security
New Experiences
Love

HANDLING EMOTIONS USING THE DECISION-MAKING PROCESS

OBJECTIVES:

Apply the decision-making process to handle emotions.
Follow directions.

MATERIALS:

One copy of **The Friendship Story**

INTRODUCTION:

We react emotionally in various situations. Often we do not understand our emotions; however, if we attempt to recognize and accept our emotions, we will be better able to cope.

DIRECTIONS:

1. Read the story.
2. Apply the decision-making process to the story by answering the following:
   a. Define the problem posed in the story. What emotions are displayed?
   b. What information is given about the situations? As the situation develops, do the emotions change?
   c. What possible alternatives does the child have? What emotions are involved with each alternative?
   d. What is the decision? What emotions triggered the decision?
   e. Evaluate the decision. Was the outcome of the decision the child's intention? What emotions resulted from the outcome?

EVALUATION:

Answer the following:

1. How do emotions influence decisions?
2. How does the decision-making process help one handle emotions?

FHA-HERO:

Apply the decision-making process to help students handle emotions.

TEACHER NOTES:

Discuss why it is necessary to handle one's emotions in a healthy manner.

STATE GOALS:

LA2-8-C2; LA2-8-C3; LA2-8-D1; LA2-8-D2; LA2-8,10-F2; LA2-8,10-F3; LA2-8,10-F4; M7-8,10,12-E1; M7-8,10-E3; M7-8,10-E4; M7-8,10-E5; M7-8,10-E6; SS5-8-A1; SS5-8-E1; SS5-8,10-E2; SS5-10-E3.

THE FRIENDSHIP STORY

A child found a baby bird that had fallen from its nest. It was alone and helpless. Knowing the dangers the baby bird would face, the child took the bird home. The bird grew strong from the child's tender, loving care. Soon the two became great friends.

As the summer progressed, the child knew the bird would need freedom to live on its own. The child dreaded the day of freedom because the child feared the bird would not return.

The day came for the bird's release. The child took the bird out of its cage and allowed it to fly. Slowly it flapped its wings and gracefully flew upward and out of sight. The child was so sad.

The next day as the child was walking to school, the bird returned, flying above the child as if it were leading the way to school. Each day the bird repeated the same routine. As the season began to change, the child knew the bird would need to fly to a warmer climate. The child was again saddened by the thought of the bird leaving.

One cold day, the bird landed on the child's hand as if to say good-bye. The child hugged the bird to keep it warm. The bird became calm and very quiet. When the child released the bird, it could not fly. The bird was dead.

RECOGNIZING YOUR CONSCIENCE

OBJECTIVES:

Define conscience.
Follow verbal instructions.

MATERIALS:

None

INTRODUCTION:

Through a series of clues, you will be able to define a word that represents something everyone possesses. This possession cannot be seen, and it is always with you. It cannot be purchased, and you cannot give it away.

DIRECTIONS:

1. Read each clue, pausing after each to allow time to think. To encourage listening, do not allow discussion until all clues are given.
2. Clues:
    a. This begins early in life.
    b. It develops over time.
    c. It reveals itself as an inner voice that helps you determine right from wrong.
    d. It makes you responsible for your thoughts, interactions, and conduct.
    e. It is formed through training given in the family, the church, and/or the environment.
3. What is the word that these clues have defined?

EVALUATION:

Have each student write a definition of the word "**conscience.**"

FHA-HERO:

Encourage officers in the class to conduct the discussion following the activity.

TEACHER NOTES:

Extend the lesson to others by placing the students' definitions on a bulletin board under a caption entitled: "A conscience is . . . ."

STATE GOALS:

SS3-12-C2; SS5-8-K2; SS5-10-K1; PDH2-10-K6.

DEVELOPING A CODE OF ETHICS

OBJECTIVES:

Define values, principles, and standards.
Describe your code of ethics.
Determine how a code of ethics influences the individual as a family member and a worker.
Read and follow directions.

MATERIALS:

One copy of **Developing A Code Of Ethics** worksheet for each student
Dictionaries for reference

INTRODUCTION:

A code of ethics includes recognizing values, establishing principles, and setting standards. These influence self-control and affect how an individual makes decisions as a family member or worker.

DIRECTIONS:

1. Encourage students to work individually or in groups to define the terms by connecting the words with the phrases.
2. After defining the words, ask a series of questions such as
   a. How do your values influence your school work?
   b. If you write a paper for a class, what are your standards for that paper?
   c. How do teachers and parents set standards for you?
   d. In what ways do you think an employer sets standards for the worker?
   e. If we accept a principle as a fundamental truth, what are some examples of principles that guide you as a family member? As a worker?
   f. What is your code of ethics?
   g. What does it mean to have self-control?

EVALUATION:

Have the students write answers to questions 1 and 2 on the worksheet.

FHA-HERO:

Define standards for the members and the officers. Explain why values, principles, and standards (a code of ethics) are important for the functioning of the organization.

TEACHER NOTES:

Encourage the students to complete the matching section and check their work by using a dictionary. This will reinforce the students' thinking and aid in correcting their work. (The dictionary is a standard used to establish definitions.) Discussion will be necessary to cause students to apply information to family and work settings. It may be necessary to give students examples of principles, standards, and values to help them determine their own code of ethics.

STATE GOALS:

M7-8,10,12-E1; M7-8,10-E3; M7-8,10-E4; M7-8,10-E5; M7-8,10-E6; SS3-12-C2; SS5-8,10-A2; SS5-8,10-C3; SS5-8,10-I2; SS5-10-M2; SS5-10-K2; SS5-10-K1; SS5-12-C1; SS5-12-B3; SS6-10-J1; LA1-8,10,12-A1; LA1-8,10,12-F1; LA3-8,10,12-B1; LA3-8-E2.

DEVELOPING A CODE OF ETHICS

Directions: To define your code of ethics, draw a line to connect the words on the left with the definitions on the right. All definitions must be used.

Principles

Standards

Values

Guidelines for measuring values and goals

A fundamental truth

Beliefs about what is important

Sometimes measured as below average, average, or above average

A yardstick or gauge to measure something

An estimate of worth

Used to compare or judge a product

Write a paragraph to answer the following questions. Use the back of the paper for your responses.

1. How does your code of ethics (principles, values, and standards) influence your self-control?
2. How does your code of ethics influence you as:
   A. An individual?
   B. A family member?
   C. A worker?

RECOGNIZING VALUES

OBJECTIVES:

Define the meaning of **value** by using a variety of reference materials.
Identify different types of values.
Read and follow directions.
Locate and use information.

MATERIALS:

Overhead projector or chalkboard
A different reference material for each group (dictionary, thesaurus, textbook, and so on)
A sheet of paper for each student

INTRODUCTION:

The word **"value"** has many definitions. For example, the value of a car is measured in dollars. Personal values are ideas that we think are important. We will use a variety of reference materials to identify other definitions of the word **"value."**

DIRECTIONS:

1. Divide the class into groups of three or four.
2. Distribute a different reference material to each group.
3. Instruct groups to elect
   a. a leader to keep the group on task.
   b. a secretary to record information.
4. Have each group consult its reference material to locate a variety of definitions for the word **"value."**
5. Have each groups' secretary record its definitions on the transparency or chalkboard.
6. Discuss definitions.

EVALUATION:

On a sheet of paper, have each student complete this statement: "Recognizing the meaning of values helps me to . . . "

FHA-HERO:

Discuss the values of being an FHA-HERO member. Use the ideas from the discussion to promote the organization.

TEACHER NOTES:

Use this activity as part of a series to assist students in recognizing how our values help in dealing with various life situations.

STATE GOALS:

SS3-12-C2; SS5-8-A2;SS5-10-K1; LA1-8,10,12-A1;LA1-8,10,12-A2; LA1-8,10,12-F1;LA1-8,10,12-G1; LA2-8-B2; LA2-8-D2; LA2-8-E3; LA2-8,10-F3; LA2-10-B3; LA2-10-B2; LA4-8-D1; LA4-8-D2; LA4-8,12-E2.

DEMONSTRATING SELF-CONTROL

OBJECTIVES:

Apply values, principles, and standards to various situations.
Determine how self-control helps an individual to deal with life situations.
Read and follow directions.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of **Self-Control** worksheet for each student

INTRODUCTION:

Each of us finds ourselves in situations in which we must keep our "cool" or demonstrate self-control. Self-control is learned. An individual's values, principles, and standards serve as a basis for self-control.

DIRECTIONS:

1. Complete **Self-Control** worksheet.
2. Discuss what each person valued in each situation.
3. Determine how principles and standards influenced each person in the situations.
4. Discuss why self-control is important at home, school, and on the job.

EVALUATION:

For each situation in which the student answered "no," write two other ways that the individual could have behaved that would demonstrate self-control.

FHA-HERO:

Provide experiences within the organization that enables students to practice self-control.

TEACHER NOTES:

Role-play each situation. Practice self-control by having students provide examples that show self-control.

STATE GOALS:

LA1-8,10,12-D1; LA1-8,10,12-G1; LA2-8-B2; LA2-8-C2; LA3-8,10-C1; LA3-8,10,12-B1; LA3-8,10,12-C1; SS5-8,12-A2; SS5-8,10,12-L1; SS5-10,12-K1; SS5-10,12-L1; SS5-10-L2.

SELF–CONTROL

WORKSHEET

Directions: Circle YES if you believe the individual in the situation below exercised self-control. Circle NO if you feel the individual did not exercise self-control.

SITUATIONS

YES **NO** 1. Test papers were returned in class. Juana received a low grade. She shouted out, "I hate this class; the teacher hates me! The test was the dumbest I've ever taken."

YES **NO** 2. Betsy and her friend were watching a video that was to end at 11:15. At 10:45 she said to her friend, "I promised to be home by 11:00; tell me how the video ends when I see you in school tomorrow." She left for home.

YES **NO** 3. Bill and Lee were at the check-out counter of the drugstore. Bill dared Lee to put candy in his pocket and walk through the check-out lane without paying. Lee took the candy, put it in his pocket, and headed for the check-out lane.

YES **NO** 4. Joan was so excited at the ball game that she continued to jump up and down and discuss how great the home run was long after the home run was hit.

YES **NO** 5. Orlando was so embarrassed when he knocked a full glass of soda off the table. He immediately told the restaurant manager what happened and offered to help clean up the mess.

YES **NO** 6. Sam didn't worry about spelling or sentence structure on his papers. Sometimes he handed in his homework; sometimes he didn't.

YES **NO** 7. Martha loved being involved. She always accepted committee assignments. She was an officer in the drama and swimming club, babysitting took up two nights a week, and her job at the flower shop consumed her Saturdays. She always said "yes" when people asked her for help.

YES **NO** 8. Jose always reported to work five minutes early.

YES **NO** 9. Usually Beth had to borrow lunch money from her friends because she spent her allowance as soon as she received it.

YES **NO** 10. Jake had a serious medical problem requiring a special diet. When eating with friends, he often forgot about his special diet.

RECOGNIZING LIFE SITUATIONS

OBJECTIVES:

Categorize life situations which occur at home, school, and work.
Explain how one life situation impacts on other situations.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of the **Life Situation Categories** sheet for each group
One set of **Life Situation Cards** for each group
One set of **Blank Life Situation Cards** for each group
Scissors

INTRODUCTION:

There are many types of life situations. If the situation is categorized, it may be easier to handle. Often a life situation may impact on other situations.

DIRECTIONS:

1. Divide the class into groups of three.
2. Cut apart the **Life Situation Cards** and **Blank Life Situation Cards**.
3. Give each group a copy of the **Life Situations Categories** sheet and a set of cards from #2.
4. Discuss each card and categorize the information by placing the card under the appropriate situation on the **Life Situation Categories** sheet.
5. When the situation fits in more than one category, write the number on a blank card and place it under the appropriate situation.

EVALUATION:

Select one **Life Situation Card**. Explain how that situation impacts on other situations. Example: If the house floods, the family is affected because there is no place to stay and a financial situation results when lost items need replacing.

FHA-HERO:

Have the group develop and roleplay life situations for the class. Have the members identify and categorize each situation.

TEACHER NOTES:

Have students select a newspaper or magazine article that identifies an example of a life situation. Use the **Life Situation Categories** sheet to identify categories that are incorporated into the article.

The **Life Situation Cards** can be used as topics to apply the decision-making process to determine methods of dealing with each situation.

Ask students for examples of life situations that teens are currently facing. Help them to understand that life situations change and may be related to previous situations as they progress through the life cycle.

STATE GOALS:

SS5-8-A1; SS5-8-B1; SS5-8,10,12-H1; SS5-10-E1; SS5-10-E4; SS5-10-L1; SS5-10-L2; LA1-8,10,12-F1; LA1-8,10,12-G1; LA2-8-B2; LA2-8,10,12-F1; LA2-8,10-F2; LA2-8,10-F4; LA2-10-B3; PDH2-8-K3; PDH2-8,10,12-Q1; PDH2-8-G1; PDH3-8,10,12-L1; PDH5-8-B1; PDH1-8,10-F6; PDH2-8-G2; BPS2-8-B3; BPS2-8-C2; BPS2-10-C3.

LIFE SITUATION

CATEGORIES

PERSONAL CONCERN

SCHOOL PROBLEM

FAMILY PROBLEM

FINANCIAL SITUATION

HEALTH CONCERN

JOB-RELATED ISSUE

LEGAL ISSUE

HUMAN ISSUE

NATURAL DISASTER

ECOLOGICAL CONCERN

LIFE SITUATION CARDS

✂ Cut Apart

1. You asked your mother not to straigten your room. She refuses to honor your request.
2. Your best friend has told a secret of yours, and, now, everyone in your class knows.
3. Your date wants you to try smoking marijuana.
4. Your parents have decided to divorce.
5. You have to get a part-time job in order to go to the prom.
6. Since Grandma died, Grandpa hasn't been able ot care for himself, so he's moving in with the family.
7. You dislike being so tall and slender because the other students laugh at you.
8. Your dad has been laid-off from his job, and you can't buy the shoes you wanted.
9. The new student in class has a reading handicap. You'd like to help, but the other students wouldn't approve.
10. Your grandmother has been diagnosed as having cancer.
11. Your lifelong friend just committed suicide.
12. You are a senior in high school wanting to go to college, but financially you can't afford to go.
13. Your house is flooded.
14. Your sister comes down with the chicken pox.
15. Your brother gets into trouble with the law.
16. You put newspapers and magazines along with cans and bottles in the garbage every week.

BLANK LIFE SITUATION CARDS

✂ Cut Apart

SEXUALLY TRANSMITTED DISEASES

OBJECTIVES:

Identify common types of sexually transmitted diseases (STDs).
Develop an awareness of how STDs are acquired.
Identify ways to prevent the spread of STDs.
Identify signs and symptoms of STDs.
Relate to and communicate with others.

MATERIALS:

24 pieces of candy
Two - 3 x 5 index cards labeled **A**
Two - 3 x 5 index cards labeled **C**
Two - 3 x 5 index cards labeled **X**
One copy of **Sex Can Be Dangerous** fact sheet for each student

INTRODUCTION:

There are several types of sexually transmitted diseases. Typically, these diseases are passed to others through sexual contact.

DIRECTIONS:

1. Select six class participants.
2. Give each participant one notecard and four pieces of candy.
3. Have the participants select classmates with whom they have something in common. Move around the room and give the candy to classmates.
4. Set the six participants in the front of the room facing the class.
5. Make this announcement to the class: "Those of you with candy are to pretend that you had sex with the person who gave you the candy."
6. Ask the participants to examine their 3 x 5 cards. Announce to the class that the participants with
   a. Cards marked **A** practiced abstinence.
   b. Cards marked **C** used a condom.
   c. Cards marked **X** have a sexually transmitted disease.
7. Have the participants with the cards labeled **X** stand along with the classmates who received candy from these individuals. Make this announcement: "Pretend that all of you have been infected with a sexually transmitted disease. You are a part of the 2.5 million teens who contract STDs each year."
8. Discuss the activity.
9. Distribute the **Sex Can Be Dangerous** fact sheet.

EVALUATION:

Use the fact sheet to answer the following:

1. List the common types of STDs.
2. How are STDs transmitted?
3. How can the spread of STDs be prevented?
4. List five signs and symptoms that indicate the presence of STDs?

continued

FHA-HERO:

Develop a program to explain how STDs are acquired and transmitted. Present the program to peers.

TEACHER NOTES:

The Center For Disease Control states that each year 2.5 million teenagers contract an STD. That is about one teen in every seven. STDs have become an epidemic confronting the U.S. adolescents of today.

STATE GOALS:

LA1-8,10,12-A2;LA1-8,10,12-A3;LA1-8,10,12-C1;C2;LA2-8,10-C3;LA2-8-D1;LA2-8D2; LA2-8,10,12-F1;LA2-8,10-F2;LA2-8,10-F3;LA3-8,10,12-B1;LA3-8,10,12-C1;LA4-8-A1; LA4-8,10-C2;LA4-8-D1;LA4-8-D2;LA6-8-C2;LA6-10-C1:PDH2-8K3;PDH2-8-K4;PDH2-8,10,12-R1; PDH2-8-R2;PDH2-8,12-T1;PDH2-8,10-T3;PDH2-8,10,12-U1;PDH2-10-Q2;PDH2-10-Q3.

SEX CAN BE DANGEROUS

Fact Sheet

1. Sexually Transmitted Disease (STD) is a contagious disease typically acquired through close sexaul contact; however, when any STD-infected area or discharge touches broken skin or mucous membranes (mouth, eyes, anus, vagina, or penis), an STD can result.

2. There are many types of STDs:

    - gonorrhea
    - herpes
    - syphilis
    - pubic lice (crabs)
    - chlamydia
    - AIDS
    - NSU (nonspecific)
    - vaginal infections
    - venereal warts

3. There is no guaranteed "safe sex" unless the relationship has been monogamous for over 10 years.

4. STDs are painful, can cause sterility, and can result in cervical cancer in women.

5. AIDS is a virus that can be contracted if a person comes in contact with blood, semen, vaginal mucous, urine, or feces of an infected person. The virus has also been found in tears and saliva.

    - It is not an exlusively homosexual disease.
    - High-risk behaviors which increase chances of infection are as follows: sharing intravenous needles for drugs, ear piercing or tattoos, engaging in sexual intercourse, and receiving blood transfusions.

6. The best preventative measure against any STD is to abstain from close sexual contact. If you do have sex, always protect yourself and your partner by using both a new latex condom and a spermicidal foam containing non-oxynol 9.

7. Occasionally, some females and males may have an STD without physical symptoms. The following signs and symptoms can indicate the presence of an STD:

    - redness or soreness of the genitals
    - pain when urinating; cloudy or strong smelling urine
    - unusual discharge from the penis or vagina
    - sores or blisters on or around the genitals, near the anus, or inside the mouth
    - excessive itching or rash
    - abdominal cramping
    - slight fever and an overall sick feeling

Courtesy of *Teen Times*, Future Homemakers of America Project Take Charge, American Home Economics Association

TEENAGE PREGNANCY

OBJECTIVES:

Apply the decision-making process to examine options available to a pregnant teenager.
Evaluate the options available to a pregnant teenager.
Know where to locate and how to use information.
Demonstrate responsibility for carrying out an activity.
Organize and manage human resources.
Relate to and communicate with others.

MATERIALS:

A collection of printed materials dealing with teenage pregnancy

INTRODUCTION:

When a teenager becomes pregnant, decision-making and academic skills are helpful to explore possible options.

DIRECTIONS:

1. Have class sit quietly for two minutes.
2. At the end of two minutes, read this statement: "While you were sitting for two minutes, one teenager gave birth. Statistics claim that every 31 seconds, a teenager becomes pregnant and every two minutes a teenager gives birth. When teenagers become pregnant, they need to be aware of their options and evaluate the consequences."
3. Assign groups of students to research one of the following options concerning teenage pregnancy:
   a. Keep the baby without getting married.
   b. Give the baby up for adoption.
   c. Have an abortion.
   d. Get married and raise the baby.
4. Use the decision-making process to determine the most viable option for a pregnant teenager.
5. Discuss the research gathered from each group.

EVALUATION:

Select one of the options and write an essay describing why that option would be the best choice. Include supportive information.

FHA-HERO:

Survey the community to determine if there is a teenage pregnancy problem. Develop a project to educate teenagers on pregnancy options.

TEACHER NOTES:

Provide brochures and pamphlets from local, state, and national agencies which provide information on teenage pregnancy.

STATE GOALS:

PHD2-8-I1;PHD2-8-K3;PHD2-8,10-K4;SS5-8-A1;SS5-8,12-C1;SS5-10-L1;SS5-10-L2.

FORMING A PLAN FOR THE FUTURE

OBJECTIVES:

Develop a plan for the future by setting goals.
Identify strategies for achieving goals.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of the **Planning for the Future** worksheet for each student

INTRODUCTION:

Close your eyes. Relax. Think about what you would like to do and become in the future. What kind of job would you like to have? What kind of car do you want to drive? Do you envision having a family? Dream for a moment about your future. Plans for the future begin with a dream.

DIRECTIONS:

1. Write the word **future** on the chalkboard. Discuss what an individual can do to prepare for the future.
2. Distribute the **Planning for the Future** worksheet.
3. Allow time for each student to complete the worksheet.
4. Discuss the worksheet to help students learn from each other and add additional ideas.

EVALUATION:

Have each student write a paragraph to explain how dreams can be achieved through goal setting and by planning specific strategies to reach the goals.

FHA-HERO:

Begin planning for the year's activity by dreaming about possible achievements for the year. Use the **Planning for the Future** worksheet as a guide for planning a program of work.

TEACHER NOTES:

The worksheet may be used to help students dream and plan for specific short-term and long-term goals such as getting better grades, applying for a part-time job, going to college, or buying a house. It may be necessary to help students set goals that are clearly written, measurable, and achievable.

STATE GOALS:

SS5-8,10-I1; SS5-8-J1; SS5-8-J2; SS5-8,10-L2; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10-E1; LA6-10-C1.

PLANNING FOR THE FUTURE

WORKSHEET

Dreams can become realities if goals are set and strategies are used to achieve those goals.

DIRECTIONS: List five goals you plan to achieve during your lifetime. Beside each, list the strategy or strategies you will use to accomplish each of these goals.

MY GOALS FOR THE FUTURE INCLUDE:	WAYS I WILL BEGIN TO PLAN FOR EACH GOAL TODAY AND IN THE FUTURE ARE:
1.	
2.	
3.	
4.	
5.	

LA-137

CORRELATING THE DECISION-MAKING PROCESS WITH JOB DECISIONS TO DEVELOP YOUR OCCUPATIONAL DIMENSION

OBJECTIVES:

Apply the decision-making process to job decisions.
Explain where to locate and how to use information.

MATERIALS:

One copy of the **Decision-Making Process** worksheet for each group (located at beginning of **LIFE** Activities)

INTRODUCTION:

Achieving the career of your dreams requires planning. The decision-making process is a way of bringing dreams into focus.

DIRECTIONS:

1. Divide the class into six groups.
2. Provide each group with a copy of the **Decision-Making Process** worksheet to enable them to apply the process. Review the process if needed.
3. Provide resources such as textbooks, newspapers, brochures, and magazine articles in the classroom or arrange for the students to use the media center.
4. Select a group leader, and assign responsibilities for group members. Set a time limit for group work.
5. Give each group one of the following problems to be written in the **Define Problem** section of the **Decision-Making Process** worksheet.
   - What are the differences between a job, profession, and a career? (As you examine these decisions, determine the general types of work in which one would be involved.)
   - What are the pros and cons of working?
   - Why should individuals identify their interests, attitudes, talents, skills, and abilities before pursuing a job, profession, or career?
   - Where could an individual acquire work experiences through volunteering, school activities, or part-time jobs?
   - What careers are available for individuals with knowledge and skills in the area of home economics?
   - What type of education is available and where might one go to obtain the necessary education for specific employment goals?

EVALUATION:

Completed in #5 above.

FHA-HERO:

Encourage students to research as they work through activities.

TEACHER NOTES:

If students are not familiar with researching information, it will be necessary to help them see how the decision-making process can help them organize their work.

STATE GOALS:

LA1-8,10,12-A1; LA1-8,10,12-A2; LA1-8,10,12-A3; LA1-8,10,12-C2; LA1-8,10,12-F1; LA1-8,10,12-G1; M7-8,10-E1; M7-8,10-E4; M7-8,10-E5; SS5-8-A1; SS5-8,10-J1; SS5-8,10-J2; SS5-10-I2-B1; SS5-12-I2.

IDENTIFYING GENERAL SKILLS LEARNED IN SCHOOL

OBJECTIVES:

Identify general skills learned in school which are used in the workplace.
Demonstrate responsibility for carrying out a project.
Organize human resources.
Relate and communicate with others.

MATERIALS:

One copy of the **Interview Sheet** for each student

INTRODUCTION:

Sometimes we question whether or not we will ever use the information that we learn in school. In this activity, we are going to interview workers to see if and how they use math, reading, writing, and science on the job.

DIRECTIONS:

1. Read through the interview questions to make sure the students understand the questions.
2. Practice interviewing in class to help the students feel comfortable interviewing others.
3. Set a due date for all interviews to be returned.
4. When the interview sheets are returned to class, do the following:
   a. Discuss information gathered.
   b. Count the number of workers who used math, reading, writing, and science skills and determine the percentages for each.
   c. Categorize like-jobs together. Determine if some jobs are more likely to require more general skills than others.

EVALUATION:

Have each student complete this statement: "From my interview and class discussion, I learned that math, reading, writing, and science are used on jobs in these ways . . . ."

FHA-HERO:

Have the FHA-HERO leaders in the classroom summarize the data collected and the class discussion. Write an article for the school paper or in a memo to various teachers and/or administrators to share information gained from the class assignment.

TEACHER NOTES:

To practice interviewing an employed person, have one student interview you during class. Discuss interviewing techniques. Help students to see how home economics applies math, reading, writing, and science on the job.

STATE GOALS:

LA1-8,10,12-G1; LA2-8,10,12-B2; LA2-8-D1; LA2-8,10-F3; LA2-8,10-F4; LA1-8,10,12-F1; LA3-8,10,12-B1; LA3-8,10,12-C1; LA3-8,10,12-E1; SS5-8,10-B2; SS5-8,10,12-J1; SS5-8,10-J2; SS5-10-J3.

INTERVIEW SHEET

DIRECTIONS:
Complete each of the following statements by interviewing an employed person.

INTRODUCTION:
My purpose in requesting an interview with you is to determine if and how you use math, reading, writing, and science skills in your job. In my home economics class, we are discussing the ways in which skills taught in school are used by workers.

1. Your place of employment is: ______________________________

2. Your job title is: ______________________________

3. Some of the ways in which you use math in your job are:

   ____

   ____

4. Some of the ways in which you use reading in your job are:

   ____

   ____

5. Some of the ways in which you use writing in your job are:

   ____

   ____

6. Some of the ways in which you use science in your job are:

   ____

   ____

7. What have you learned on the job that you would like to pass along to my home economics class that would encourage us to improve our math, reading, writing, or science skills?

   ____

   ____

8. Thank you for helping me with my assignment. I appreciate your time.

RECOGNIZING BASIC SKILLS LEARNED IN HOME ECONOMICS AND FHA-HERO

OBJECTIVES:

Give examples in which home economics and FHA-HERO skills are used on the job.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

At least one magazine picture for each student showing a worker performing some type of job which may or may not be related to home economics (See Section III of the careers outline for suggestions.)
One sheet of lined paper for each magazine picture

INTRODUCTION:

Skills learned in home economics and FHA-HERO are transferable to a variety of jobs. For example, a knowledge of wardrobe coordination is useful in retailing. A nutrition background is useful when preparing foods in a child or elder daycare center.

DIRECTIONS:

1. Staple a lined sheet of paper to the bottom of each picture.
2. Starting at the bottom of the sheet, have each student list the basic home economics skills that the person in the picture is doing.
3. Fold the response under and pass the picture to another student.
4. Continue writing and folding the paper under until the entire sheet is used.
5. Discuss answers the students have given to determine skills taught in home economics that are used in many jobs.
6. Write these phrases on a transparency, chalkboard, or handout and discuss how they are reinforced in home economics.

   Practice decision making
   Develop self-esteem
   Use safety and sanitation practices
   Develop leadership
   Manage resources
   Promote nutrition and fitness
   Encourage team work
   Foster interpersonal relationships

7. Correlate the answers listed in #5 with #6. Determine how these skills are used in the workplace. If the students are not currently working, have them anticipate how these skills will be used.

EVALUATION:

Completed in #6 and #7 above.

FHA-HERO:

Promote the organization by informing others about the work-related skills incorporated into the organization.

TEACHER NOTES:

Students may need help in determining how skills are transferred from the home economics classroom to the workplace. Before beginning the activity, it would be beneficial to use one of the pictures and give examples of transferable skills and explanations of how these skills might be somewhat modified on the job.

STATE GOALS:

SS5-8-B2; SS5-8,10-I1; SS5-8,10,12-I2; SS5-8,10-J2; SS5-10-J3; LA3-8,10,12-B1; LA4-8-C2; LA4-8-A1; LA4-8-D1; LA4-8-D2; LA6-8-D1; LA6-8-C2; LA3-8,10,12-C1.

EMPLOYING WORK HABITS FOR SUCCESS

OBJECTIVES:

Predict ways in which work habits provide success for school achievement, family relationships, and employment.
Demonstrate responsibility for carrying out an activity.

MATERIALS:

One copy of the **Work Habits** worksheet for each student or group

INTRODUCTION:

A habit is an activity which is done without thinking, activities which you take for granted. These same habits can help you achieve success in school, family relationships, and current or future jobs. We are going to predict how various work habits can promote success.

DIRECTIONS:

1. Define and discuss work habits listed on the **Work Habits** worksheet.
2. Encourage students to give examples of ways in which these work habits are benefiting or have benefited them.
3. Write examples on the worksheet.

EVALUATION:

Write a paragraph to explain how the same work habit(s) can help provide success in school, family relationships, and current or future jobs.

FHA-HERO:

Use items listed on the worksheet as guidelines for evaluating officer and membership behavior.

TEACHER NOTES:

Encourage students to take the same information and generalize it to other situations. This will help them to see the relevance of the information.

STATE GOALS:

SS5-8,10,12-I1; SS5-10-C1; SS5-8,10,12-I2; LA3-8,10,12-B1; LA3-8,10,12-E1; LA3-8,10,12-C1; LA4-8-A1; LA4-8-D2; LA6-8-C2; LA6-10-C1.

WORK HABITS

WORKSHEET

DIRECTIONS: Think about situations in which each of the work habits can be used to promote success. Identify how you would use each by writing examples on the chart.

Work Habits	**Situations**		
	At School	In Family Relationships	In Current and Future Jobs
Demonstrating Dependability			
Being Punctual			
Recognizing Consequences for Actions			
Following Rules and Regulations			
Controlling Emotions			
Exhibiting Pride and Loyalty			
Handling Stress			
Adapting to Change			
Demonstrating Decision-Making Skills			

APPENDICES

APPENDIX-3

COMPARISON OF VARIOUS PROCESSES

PROCESS STEPS

PROCESS NAME	ONE	TWO	THREE	FOUR	FIVE
DECISION-MAKING	define problem	gather information	weigh alternatives	make decision	evaluate decision
PLANNING (FHA-HERO)	identify concerns	set goal	form plan	act	follow-up
SCIENTIFIC METHOD	make observations	form hypothesis	test hypothesis	draw conclusions	evaluate results
CREATIVE THINKING	be observant	generate ideas	incubate ideas	select idea and implement plan	evaluate results
PROBLEM SOLVING	identify problem	determine alternative solutions	gather data	select and implement solution	evaluate results
MANAGING	set goals	consider resources	make a plan	carry out and monitor plan	evaluate results
BUYING	recognize need	search for informaiton	evaluate alternatives	select product	post-purchase evaluation
COMMUNICATION	collect information	formulate message	send message	translate message	provide feedback
GOAL SETTING	desire	set goal	form plan of action	act	evaluate

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